

Personal, Social, Health and Economic Education Policy

Quinton Primary School



Approved by:

Headmaster: D Skelcher

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Curriculum Statement

At Quinton Primary School, PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society, from Early Years, right up to Year 6.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At Quinton, we use the 'Twinkl' Scheme of Work which divides each category into 6 lessons to be taught each half term, as well filtering the skills throughout many aspects of school life.

We are dedicated to ensuring that Quinton is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. We encourage our children to take part in a range of practical roles and activities which promote active citizenship. These roles and activities include: mentoring (Lifespace), Peer Mediators, School Councillors, Eco Committee, House Captains, class and whole school fundraising, reading buddies and engagement in school and local events. We participate in, and promote national events such as: Democracy Week, Anti-Bullying Week and Road Safety Week.

We are committed to supporting the mental health and wellbeing of all pupils at Quinton and we take part in the charity Place2Be's Mental Health Week and will continue to do so every year.

PSHE and Citizenship are taught as explicit lessons, using the 'Twinkl' scheme of work but they are also embedded in other areas of the curriculum and the day-to-day life of the school. We aim to support:

- Happy and positive relationships
- Empathy and compassion
- The confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Leadership and presentation skills
- Strategies for managing influence
- Enterprise skills and attributes
- Skills for employability (aspiration, communication, creativity, goal setting)

- Taking positive risks

Statement of intent

At Quinton Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

We promote the spiritual, moral, cultural, mental wellbeing and physical development of pupils in our school. Children are taught how to live within the local community and are prepared for the opportunities, responsibilities and experiences they may encounter in later life. We also ensure that all members of the school community understand their respective roles in relation to teaching and confidentiality:

- PSHE lessons have a clear focus which is shared with the children in order for them to understand how to be successful.
- Teachers aim to ensure that children are able to learn in the way best suited for their individual needs.
- Teachers give the opportunity to agree ground rules for lessons where sensitive issues may arise. These ground rules are behaviour and confidentiality focused and implementation is consistent and rigorous.
- Teachers encourage pupils to make links to other areas of the curriculum, school and wider community life.
- Teachers reassure students that their best interests will be maintained.
- Where appropriate, staff encourage pupils to talk to their parent or carer, and are provided with support to do so.
- Teachers inform of alternative sources of confidential help, for example, a member of school staff.

The two main areas of our PSHE programme of study focus on PHSE and Citizenship and SRE (Sex and Relationships Education – see separate policy).

Our 3 'Core' areas are:

- Health and Wellbeing
- Living in the Wider World
- Relationships

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Quinton Primary School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHE is provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by ensuring that PHSE teaching is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. The 3 core themes are:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. We also acknowledge that nurturing the relationship between home, school and the community can be taught by encouraging children to work, share and co-operate. Teachers look at the three core themes and take aspects of them to inform their planning. Children in EYFS are also taught how to become more independent and how to respect one another. Through the 3 core themes they are encouraged to:

- Ask for help and talk to others
- Manage their thoughts and feelings
- Build new relationships
- Show respect to others
- Develop self-confidence and self-awareness

PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

PSHE education contributes to personal development by helping pupils build their confidence, resilience and self-esteem and by helping them to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others helps pupils to form and maintain good relationships and develop essential life skills. Within Key Stage One and Two, PSHE lessons are often more structured and follow the scheme of work that is in place and the 3 core themes stated. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes

relationships healthy. At the end of each lesson, the children are given time to reflect upon what they have learnt (see long term plan).

British Values

As a school, we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life, such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Equal Opportunities

All children are given equal value with regard to ethnicity, gender and cultural background. At Quinton, each student is given access to a full range of activities, no matter their special educational or medical need, learning style, social or cultural background, ability or behaviour. Each child's thoughts and opinions are taken seriously and treated with respect. Teachers are aware of children's prior understanding, attainment levels and lessons and resources are adapted where necessary to meet all children's needs.

Inclusion

We aim to create a learning environment that is inclusive and accessible for all students and our teachers provide learning opportunities matched to the individual needs of all children. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Lessons are taught in a way that is educational and sensitive yet enjoyable. This is achieved by creating a space that feels safe and encourages all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

Staff ensure that no judgement is passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff follow the correct safeguarding procedure and the school safeguarding policy.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage, as shown on lesson overviews for each sub-theme. Assessment offers the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within their online learning journals (Tapestry) which include specific, focussed PSHE objectives and circle time activities. Staff at Quinton ensure that they know their children well, promote good relationships, and make assessment of PSHE and Citizenship an integral part of every curriculum subject where ever possible.

Implementation through resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader regularly reviews resources and obtains, within the constraints of the allocated budget, additional resources as necessary.

Role of the Subject Leader

The PSHE Subject Leader is responsible for:

- Supporting and monitoring the quality of teaching and learning of PSHE through looking at the standards of children's work.
- Monitoring plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicating areas for improvement.
- Ensuring the policy and programmes at Quinton are implemented by using subject leader time to perform evidence walks, lesson observations and pupil voice surveys.
- Writing a PSHE annual action plan for The School Development Plan and evaluating targets throughout the year.
- Providing new resources when and where necessary.
- Regularly evaluating the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Each class teacher is responsible for delivering the PSHE topics to their class and being aware of where extra lessons may be needed.

Parents

We actively encourage parent participation, discussion and questions about our PSHE curriculum. To support this we:

- Publish our policy and curriculum long term plan on the school website
- Inform parents of their child's progress at parent evenings and in the annual, written report
- Publicise key events relating to the PSHE curriculum and children's mental health and wellbeing.

Intended Impact

The 'Twinkl' PSHE scheme of work provides schools with an effective curriculum for wellbeing. At Quinton, we ensure that children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and to know when and how they can seek the support of others. They are able to apply their understanding of society to everyday interactions, from the classroom to the wider community of which they are a part. This scheme also supports the active development of our school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PHSE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

At Quinton, we want to ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.