

Personal, Social, Health and Economic Policy (PSHE)



Status	Date
Date issued	
Prepared by	Miss Katie Blenkiron Mrs Green
Review date	
Date adopted by Governing Body	

Mandale Mill Primary School

Personal, Social, Health and Economic (PSHE) Policy

This policy should be read in conjunction with the RSE Policy, Teaching and Learning Policy, the Curriculum Policy, the PSHE Long Term Plan and any appropriate appendices.

PSHE Intent Statement

At Mandale Mill, the PSHE curriculum is designed to ensure a relevant and enriching experience which encourages our children to celebrate their individuality. Within PSHE we recognise the elements of: academic success, problem-solving, life skills, healthy lifestyles, safety, eco-awareness, wellbeing and mental health as key. We encourage all our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help pupils develop their sense of self-worth and aim to teach, through excellent teaching, how society is organised and governed. By working with our families, we celebrate diversity and utilise the skills, knowledge and values of the community to create an environment in which everyone is valued and all successes are celebrated. Pupils additionally learn to appreciate what it means to be a positive member of a diverse multicultural society and become well prepared for life in modern Britain.

Aims

This policy covers our school's approach to PSHE education which is a developmental subject, providing children with a foundation for all subjects. At our school, Personal, Social, Health and Economic education is purposely written to promote the spiritual, moral, cultural, mental and physical development of pupils at the school, readying them for life in a wider society. It is also the belief of the school that PSHE prepares pupils for opportunities, responsibilities and experiences which come with adult life. PSHE has a range of threads through which it is taught, detailed further in the Skills and Knowledge Grid 2019 (appendix one). The Knowledge and Skills Grid shows the progression of each area and the endpoint expectations from Early Years to Year Six. These threads are: Confidence & Responsibility; Views & Opinions; Health & Hygiene; Relationships & Respect and Personal Safety. The school aims to deliver this through UNICEF's Rights Respecting Schools award, putting the 'United Nation's Convention on the Rights of the Child' at the heart of everything we do. The PSHE curriculum is sequenced from Year One to Year Six, directly leading from the Early Years Foundation Stage (EYFS) and a pupils experience within the nursery/school setting. Our PSHE education promotes the core values of Mandale Mill: ambition, inclusion, kindness and community.

Implementation

Curriculum Planning and Organisation

The aims of the PSHE curriculum is to support the development of the whole child. At Mandale Mill a Long Term Plan (LTP) for PSHE has been put into place, following the updated statutory guidance in February 2020 from the Department for Education. The LTP is a cohesive document which builds on prior knowledge of the child, ensuring by completion of the primary school journey they can know more, remember more and do more with regard to PSHE curriculum threads. The LTP also allows for cross-curricular work in relation to the whole child, ensuring children are 'wider-world ready'. Teaching staff are responsible for the appropriate implementation of PSHE at Medium Term and Short Term planning levels, under the guidance and support of the PD Lead. Each term has a curriculum theme, which is cohesive from Year One – Year Six, ensuring continuity of provision. These are: Autumn Term – Living in the Wider World; Spring Term – Relationships; Summer Term – Health and Wellbeing. At the start of each term, children from Year One to Year Six complete an anonymous Forms, based on the topic they will be learning that term. These Forms ask challenging questions about children's real-life experiences. This data is collated by the PD Lead (Katie Blenkiron) and sent to relevant teaching teams to enable completely bespoke curriculums, based on the lived experiences of the child. It is our hope that this will strengthen our PSHE offer to children and ensure that we can meet the needs of specific cohorts in a targeted way.

Teaching and Learning Style

The PSHE programme reflects the school ethos, demonstrating and encouraging the values of:

- respect for self;
- respect the rights of others;
- responsibility for their own actions;
- responsibility for their family, friends, school and wider community.

At all times PSHE is designed to provide information which is relevant and appropriate to the age and maturity of the children. It is also intrinsic that PSHE develops social skills, including communication, and encourages the exploration and values of an individual's attitude. Part of the PSHE curriculum is Relationships and Sex Education, which is detailed fully in the Relationships and Sex Education Policy.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly. Mandale Mill believes that individual teachers must use their skill and discretion in these situations and refer to the PD Leader (Katie Blenkiron) or Head Teacher (Vicky Green) if they are concerned. Strategies such as an 'Ask it basket' can also be incorporated into teaching. Referring back to adults at home may also be used. At all times school staff can expect to be fully supported by the PD Lead or other appropriate members of the Senior Leadership Team (SLT).

Assessment and Inclusion

Each lesson a sample of the work produced is to be recorded by the class teacher in the cohort *Belong, Believe, Become* Books. These books move through school with the children, providing a cohesive journey of their learning from Nursery to Year Six. It is the expectation of teaching staff that a range of work from a range of learners is provided within the *Belong, Believe, Become* Book, to ensure for inclusion of those who are identified as disadvantaged, SEND, EAL, more able or lower prior attainers.

At the start of each term, learners are assessed against a list of set questions linked directly to the overarching topic for the term. These are recorded in mind map format, as whole-classes in KS1 and individually in KS2. At the end of each term, children go back to these and add further information against the questions, utilising the knowledge shown. Children's progress over the term can then be added to *Insight*, in line with the Teaching and Learning Policy.

Resources

For some of the PSHE topic areas, an FPA resource is in place to aid with planning, teaching and appropriate delivery of a range of themes such as 'life cycles', 'relationships' and 'my body'. The resource follows two characters, Yasmine and Tom, as they meet and tackle age related issues. Children will engage in a range of activities through their journey with Yasmine and Tom as they progress and grow with the pupils, from the ages of five to eleven. Other areas of the PSHE curriculum will be taught using a range of resources and teaching practises, detailed below, under guidance from PD Lead and, where required, taking support from the PSHE Association. PSHE should always be taught with PSHE Association approved resources, or through the use of teacher-generated resources. PSHE is always delivered in a whole-class setting. The following shows where PSHE links across the whole class setting, within curriculum and the school day.

- Cross curricular;
- Science;
- Pastoral time (circle time, carpet time);
- Rights Respecting linked themes and ideas;
- Assembly themes;
- Story;
- Planned Visits from those with appropriate skills set and knowledge;
- Interactive and creative methods;
- JLT.

Specialist resources will be stored on SharePoint and the Yasmine and Tom resources are accessible to all staff through a web login.

Impact and Evaluation

Outcomes

As detailed above, PSHE is assessed against a range of end of year outcomes, detailed on the Knowledge and Skills Grid (appendix one). This policy sets out to ensure children have access to the appropriate areas of the PSHE curriculum, as designed by Mandale Mill under guidance from the Department for Education. This includes lessons around: drug education, financial education, relationships & sex education and the importance of physical activity and diet within a healthy lifestyle. It is a whole-school expectation, therefore, that children leave Mandale Mill prepared for life in the wider community and are aware of the challenges in which they may face. Through a programme of monitoring, which may include lesson visits, book looks, pupil voice and staff voice, the PD Leader and other relevant leaders can create a picture of the PSHE teaching and learning at Mandale Mill and triangulate the outcomes which are being presented from teacher assessment.

Roles and Responsibilities

Subject Leader

The current PSHE subject leader is Katie Blenkiron. The role and responsibilities for the subject leader are as follows:

- Showing a passion for the subject;
- Instil confidence and enthusiasm within others towards PSHE;
- Adapt the curriculum to meet the changing needs and priorities of our pupils, community and society;
- Ensure excellent subject knowledge;
- Adapt the curriculum, where required, to ensure inclusion;
- Ensure a deep understanding of PSHE and its relevant pedagogy to ensure safe delivery of all areas of the PSHE curriculum, including those with sensitive information;
- Formulating, reviewing and updating policy document and guidelines;
- Overseeing delivery of PSHE curriculum;
- Meeting with parents to discuss coverage and cultural preferences;
- Producing an action plan;
- Monitoring standards of teaching and learning in accordance with the monitoring schedule;
- Keeping up to date with the latest developments and informing staff;
- Acting as a consultant to other members of staff;
- Liaising with outside agencies;
- Organising and maintaining resources;
- Liaising with Governors and other stakeholders.

Governing Body

The Governing Body works in close partnership with the Headteacher, staff and Local Authority. It is the Governing Body's responsibility to ensure the high standard of education within PSHE and the wider curriculum. They are also responsible for overseeing monitoring, approving the PSHE policy and ensuring the curriculum which Mandale Mill has adapted is broadly balanced and responsive to the needs of the pupils. They are also responsible for ensuring the PSHE curriculum is written in such a way is provides for all pupils, including those who are disadvantaged, SEND, EAL, SEMH learners, more able or lower prior attainers.

Teachers

The role of the teacher within PSHE is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, offer feedback and collaborate with other staff. It is considered that for the most part the class teaching assistant and class teacher are best equipped to deliver the programme. However, he/she

will be supported by other staff and by the use of visitors as/when appropriate. Teachers will ensure that pupils are presented with the contexts and experiences involving gender and a variety of ethnic backgrounds. Materials should be presented in a context suitable to the pupil's age. FPA resource Yasmine and Tom have this as an intrinsic part of their delivery and visual resourcing. Children's work will be recorded by the Class Teacher and accumulated into the Floorbook under a long date and 'I can...' lesson objective. Notes of conversation and relevant Rights Respecting articles should also be included. Class teachers will always plan appropriate work, keeping short assessment records of each child's progress.

Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.



Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law.

Article 14 – Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from accessing their rights.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.