



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Personal, Social and Health Education (PSHE) Policy

Created	Name & Position
24.11.21	Laura Fay
24.11.21	Rowena Sales

Governor minute number	Approved at Governors on:

Review Date	Name & Position
Autumn 2024	

Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core key values** we will support the children in developing.

1. **Pride** - A strong sense pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Bramley Vale Nursery and Primary School. At Bramley Vale Primary School, we believe an effective Personal, Social, Health and Economic education (PSHE) is essential for the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PSHE programme which gives children the opportunity to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

This policy has been made in conjunction with parents, the teaching PSHE lead, the PSHE governor and the Head teacher. We will review this policy every three years or if we/the government make any changes to the curriculum. As this is a new policy that has been created, we will share a draft copy with parents and carers before it is submitted to governors for their final approval. This policy will be shared on our school website and emailed out to parents.

Aims

The *PSHE Programme of Study* was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community

- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

[Relationships and Sex Education \(RSE\)](#) See the RSE Policy for further details of how we meet this responsibility.

Teaching and Learning and Curriculum coverage:

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two-year cycle 1 and cycle 2. This is to ensure we cover all aspects of the broad curriculum. Where the children don't cover changes and growing up in Y5 and Y6 in cycle 1, we will hold year group days where the whole year group will join up and cover some important aspects of changes and growing up. *

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1	Being Healthy	Relationships	Bullying matters	Being me	Drug education *	Difference and Diversity *
Cycle 2	Being Responsible	Money matters	Being safe	Exploring Emotions	Changes	Growing Up

EYFS

The Nursery and Reception classes follow the Early Years Foundation Stage (EYFS) curriculum, they use the Development Matters statements to break down learning into small steps. EYFS curriculum has 7 areas of learning, they are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

The EYFS follow topic planning and will explore the areas of learning through teacher input, independent exploration and activities. Within Personal, Social and Emotional Development, the children will learn about some aspects of PSHE. In the EYFS, PSED will be developed through conversations, group games and during play opportunities. The children will develop relationships with their peers, the ability to negotiate and resolve problems and follow the rules and routines of the classroom/school. Staff assess and gather observations using an online learning journal, these are used to inform the child's personal profile.

In addition to this, the Reception class also follow the PSHE Matters scheme of work, these are specific, age appropriate and thoughtfully planned out lessons. For more information about the EYFS Curriculum at Bramley Vale, please see the EYFS Policy.

Key stage 1 and 2

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHE curriculum.

Planning and resources

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider the following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PSHE teaching strategies will incorporate varied activities such as:

Circle Time	Art work
Group discussions	Mind-mapping
Debate	Class and group discussions
Role play	Questioning
Co-operative tasks	Media such as videos and pictures
Creative writing	

PSHE will be delivered by the class teacher or teaching assistant with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Parliament, iVengers or an Anti-Bullying Ambassador and **ALL** are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives. Break and lunchtimes are the most social part of a child's

day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about PSHE education. The school will ensure that parents/carers are: made aware of the school's approach and rationale for PSHE through the policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. We have set up a parent lending library so that parents can access any of the materials used in class or additional materials to support their child. We want to work in partnership with the parents so they feel confident to answer and support their child's learning.

SEND

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Assessment

At Bramley Vale, teachers integrate effective 'assessment for learning (AFL) in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for the units, either in the PSHE class book or in the children's individual RE/PSHE books for individual work. In reception, assessments are done through observations and assessment against the Early Learning Goals.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more

- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually.
- In Years 1-6, the children will use an individual PSHE Passport and write a summary sentence about the topic they have covered each term.

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children

Monitoring and Evaluation:

The Role of the Co-ordinator

At Bramley Vale, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information

- Undertake an annual audit of resources and order what is required within the limits of budget
- Undertake an annual enquiry into any areas where staff may have concerns or requests

PSHE Governor: Rowena Sales

PSHE Lead: Laura Fay

This document will be made available for all parents and staff to read on the school website. Teaching staff will have a copy of the PSHE Policy emailed to them.

References and Further reading

PSHE Association Website

<https://pshe-association.org.uk/what-we-do/why-pshe-matters>

Appendix 1:

Policy Links- *(cross referenced for consistency)*

Anti-Bullying

Drugs Education

Confidentiality

Equality Policy

RSE

Safeguarding

Science

Teaching Learning and Assessment