



PSHE Policy

Our mission

'All of us learning - all of the time.
Making learning fun, challenging and achieving.'

This policy covers our approach, at Junction Farm, to teaching and delivering the PSHE curriculum.

What is PSHE?

Personal, social, health and economic (PSHE) education develops the knowledge, skills and attributes all pupils need in order to keep healthy and safe and to prepare them for life and work in modern Britain. Our PSHE curriculum provides a framework through which such key skills, attributes and knowledge can be developed and applied to some of the most pressing issues facing young people today: from mental health to understanding the importance of staying safe online, healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate a potentially volatile labour market. PSHE programmes have an impact on both academic attainment and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our PSHE curriculum covers three core themes - 'health and wellbeing', 'relationships' and 'living in the wider world.'

PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, PSHE can tackle barriers to learning, raise aspirations, and improve the life and aspirations of pupils.

The main aims of PSHE are to:

- Ensure pupil safety online and offline;
- Promote physical health and to understand risk-taking behaviours;
- Promote awareness of mental health and emotional wellbeing;
- Build key skills and attributes for life and work;
- Promote academic success;
- Understand employability and social mobility;
- Understand economic wellbeing, financial capability and careers;
- To build friendships and create trust;
- Increase self-esteem and develop personal integrity;
- Improve relationships and know what is expected from a positive relationship;
- Understand, recognise and respect differences in others;
- Encourage healthy lifestyles;
- Understand the Rights of the child (RRS).



Within Junction Farm we aim to develop the following Objectives:

- Values and attitudes (such as respect, curiosity, consideration, sense of community, sense of worth and well-being).
- Their own personal beliefs and be able to derive values from them. How to act and behave in accordance with such values.
- Skills (such as relationships, healthy living, personal safety, community, cultural tradition, environment).

Opportunities and Content.

PSHE is split into three core themes that are embedded within the curriculum alongside the work we do as a Rights Respecting School. Teaching will take place in designated lessons within the classroom, through cross-curricular learning and topic work and through assemblies.

The three core themes that will be covered are:

Health and wellbeing

This core theme focuses on:

1. what is meant by a healthy lifestyle;
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to manage risks to physical and emotional health and wellbeing;
4. ways of keeping physically and emotionally safe;
5. about managing change, including puberty, transition and loss;
6. how to make informed choices about health and wellbeing and to recognise sources of help with this;
7. how to respond in an emergency;
8. to identify different influences on health and wellbeing;

Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts;
2. how to recognise and manage emotions within a range of relationships;
3. how to recognise risky or negative relationships including all forms of bullying and abuse;
4. how to respond to risky or negative relationships and ask for help;
5. how to respect equality and diversity in relationships.

Living in the wider world

This core theme focuses on:

1. respect for self and others and the importance of responsible behaviours and actions;
2. rights and responsibilities as members of families, other groups and ultimately as citizens;
3. different groups and communities;
4. respecting diversity and equality and how to be a productive member of a diverse community;



5. the importance of respecting and protecting the environment;
6. where money comes from, keeping it safe and the importance of managing it effectively;
7. the part that money plays in people's lives;
8. a basic understanding of enterprise.

Our Early Years Foundation Stage will follow the whole school themed approach through teaching their Personal and Social and Emotional Development curriculum.

Teaching and Learning Approaches:

These may include:

- Circle time;
- Co-operative group work;
- Paired work;
- Problem solving;
- Discussion;
- Independent learning;
- Quiet reflection;
- Drama/role play;
- Stories and poems;
- Rights Respecting Schools.

P.S.H.E may be taught as a discreet subject or as part of other curriculum areas. Aspects may also be covered as they arise around school or in the playground with lunch supervisors, teachers or parents.

Teachers may also teach children the skills needed to listen to others' point of view, cope with unfamiliar situations, learn from mistakes, make and act on moral judgements and act as members of the community.

Monitoring and Evaluation

This will be an on-going process and can be carried out in a variety of ways by every member of the school community; children, staff, parents, Head Teacher, lunch supervisors and caretaker.

More formal monitoring and evaluation will be the responsibility of the teaching staff, Head Teacher and co-ordinator.

Assessment

This should be an integral part of the planning process. It should be evident in schemes of work, medium and short term plans. Assessment should be used to:

- Monitor pupils' progress;
- Monitor effectiveness of the teaching;
- Provide feedback to the pupils;
- Enable pupils to reflect on the quality of their work;



- Help pupils to reflect on their work;
- Help pupils acknowledge their achievements;
- Provide a basis for giving to parents an account of their child's learning and development;
- Provide information about 'The School Ethos' and its effectiveness.

Each half-term a formal recording of teacher assessment will be recorded and monitored using SIMS.

Links with other policies

The delivery of P.S.H.E allows opportunity for the development of cross curricular links eg. Literacy, numeracy, science, art, drama, design and technology, information and communication technology, music, geography, history, religious education and collective worship. In addition, it is closely linked to the policies on behaviour, health education, Sex and Relationships, Drugs and Alcohol.

Other areas:

Rights Respecting Schools

School Council

Peer education

Invited visitors

Whole school events e.g.

Health/environment weeks

Educational visits and school trips

Residential experiences

Sports teams

Active playgrounds led by sports leaders

School monitors

Whole school events, e.g. Summer fete, Christmas fete, Concerts, theatrical productions.

School choirs

After school clubs

Secondary school liaison

Playtimes

Assemblies

Friendship week

Completed by Kelly Macdonald April 2018. To be reviewed April 2021.