

# WEST PARK ACADEMY

## Personal, Social, Health Education (PSHE) Policy



Date reviewed: Jan 2019

## **INTRODUCTION**

This policy outlines the learning and teaching, organisation and management of PSHE at West Park Academy. The school aims to meet the individual learning needs of pupils in PSHE. It will play an important role in creating responsible citizens. We believe that PSHE contributes to the purpose of education as a whole, in that it helps pupils to have an understanding of themselves and the part they play as members of a school, family and the wider community.

### **Aims**

The role of PSHE in the curriculum is to develop and refine key skills so that children are able to deal with their feelings and emotions appropriately and no how to keep themselves safe. It is a chance for them to become aware that PSHE skills are essential in all that they do as they prepare to play an active role as citizens. Therefore we believe that PSHE at West Park Academy gives our children the opportunity to acquire and refine skills and attributes that will develop the child as a learner and allow them to take responsibility for their own actions.

### **Spiritual, Moral, Social and Cultural Education**

Spiritual, moral, social and cultural education is a vital and core component of the curriculum at West Park Academy. Its impact is evident within each child, teacher, member of staff and the wider community connected with the school. Its development is planned for and opportunities for its development are exploited.

In PSHE, learning about and from each other, within a broad curriculum, is essential to achieving these aims. Exploring the areas of personal and social contributions linked to citizenship and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **Visits and visitors**

Opportunities to extend the learning beyond the classroom are vital. These are planned for and relevant to the topic children are learning about. A Working with external visitors and contributors in school checklist is completed when visitors are invited into school- Please see External Visitors Policy for further information.

### **Cross-curricular links**

The very nature of PSHE as a subject ensures cross curricular links to all other subjects and where possible pshe elements are embedded within the topic.

## **School and Class Organisation**

### **Planning**

The PSHE association divides PSHE into 3 Core Themes:

Core Theme 1: Health and Wellbeing

Core Theme 2: Relationship

Core Theme 3: Economic wellbeing and being a responsible citizen.

At West Park Academy we have further broken these down into:

Healthy Lifestyles

Staying Safe

Relationships Education / Growing Up

Citizenship and Economic wellbeing

These form the basis for planning PSHE at West Park Academy. Teachers plan to ensure that PSHE is planned following the PSHE Scheme of Work which is mapped out using the core themes above on their long term planning and then on their medium term planning. See Appendix 1.

We use the Healthy Lifestyle survey to assess priority and current issues for cohorts of children and make adjustments to our curriculum yearly to ensure it is relevant to the children's needs.

### **Teaching time**

Teachers should have regular PSHE lessons. This can vary depending on whether it is a stand-alone PSHE unit or whether it is embedded through topic. Circle Time and P4C are other vehicles we use to deliver PSHE lessons.

Baseline assessments will be used to determine children's prior knowledge and summative assessments carried out at the end of certain units which are indicated on the scheme of work. This may be across several lessons or within a single lesson.

### **How we work in the Early Years**

The Foundation Stage follows the Early Years Framework which is made up of 6 areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics

- Understanding the World
- Expressive arts and design

PSHE fits into a number of these areas but most predominantly Personal, Social and Emotional Development. None of these areas can be delivered in isolation from the others. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYS. Adults can support children's thinking and develop their PSHE skills through questioning and observations made. During child-initiated time pupils have free access to a range of resources both inside and out.

## **Equity and Excellence**

### **Access and Inclusion**

At West Park Academy we believe that each child is entitled to a broad, balanced, differentiated and relevant PSHE education within a general, broad and balanced education. All children will be given equal opportunities to study all aspects of PSHE. There will be no bias in learning experiences and teaching styles.

In PSHE all children are taught together with work, questions and support differentiated to their needs. SEN children for PSHE are named on teacher's planning with their needs highlighted.

All members of staff are entitled to relevant in-service training, dedicated staff meeting time and professional development days, so that all staff members are given the opportunity to reach their full potential. If staff feel they require any training the subjects lead will arrange where possible

### **Health and Safety**

Teachers include in planning any health and safety issues that may arise. Where possible teachers should also plan explicitly to teach good health and safety practices. If an activity carries more than a low risk a risk assessment should be completed. (See Health and Safety policy.)

### **Assessment and record keeping**

We keep a record of how children are getting on in PSHE lessons by updating formative assessments grids which are kept in teacher's assessment files or online. We also carry out and keep Baseline and Summative assessments for units of work or individual lessons as appropriate.

### **Reporting to parents**

Parents are informed of their child's progress with their PSHE skills a number of times throughout the year during parent's consultations and we report at the end of the academic year in a written report.

### **Resources**

PSHE resources are stored in the PPA room.

## **Monitoring and evaluating**

### **CPD**

The PSHE co-ordinator keeps up to date with developments in PSHE education through being a member of the PSHE association. If the subject leader attends any courses, or comes by any other information, they then disseminate that information to colleagues as appropriate.

## **Management of PSHE**

### **Role of the subject Manager**

- Ensure consistency of approach, coverage and of standards
- Ensure progression and continuity within teaching and learning
- Support colleagues in planning, assessment and record keeping activities
- Monitor progress in PSHE when management time is given and advise the Principle of any actions needed
- Take responsibility for the purchase and organisation of subject resources
- Keep up-to-date with developments in PSHE education and disseminate information to colleagues as appropriate
- Create and maintain a PSHE Subject Leader Folder.

### **Role of the Principal**

- To work with the PSHE subject leader to monitor the quality of PSHE across the school
- To collect data, analyse and use for continuous improvement and set targets for Performance Management.

### **Evaluation**

Evaluation of PSHE is carried out at the end of each term where teacher's feedback successes of teaching and state any resource implications for future teaching during foundation subject meetings.

### **Appendices**

Appendix 1 – Scheme of work