



# PSHE Policy





## Curriculum Aims in PSHE at Priory Rise School

PHSE and citizenship helps to give pupils the knowledge skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. PHSE comprises planned provision to promote the personal and social development, health and well-being of pupils in school.

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our children and ensure they are ready for the next key stage
- Develop personal values and understand the difference between right and wrong, being personally accountable for our actions
- Develop confidence, independence, self-esteem and emotional well-being
- Make informed sensible choices and decisions
- To prepare children for adult life and help them to become responsible citizens
- Develop children's ability to form good relationships and relate well to others, modelling this with all relationships within the school community

These curriculum aims are underpinned by our 33 values:

- Priory Rise School values effective teamwork, so our PSHE curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, so our PSHE curriculum promotes cooperation and represents diverse voices.
- We prioritise the protective behaviours to ensure that everyone is given the same opportunities and have the same high aspirations.
- Effective learning characteristics are promoted and explicitly taught. Children are encouraged to be proud of their achievements and successes. At Priory Rise school it is 'cool to be clever'.
- The values focus our thinking and approaches to relationships and learning and enables all members of the school community to build an understanding of how values shape or attitudes and approaches to school life.



<b>Cycle A</b>	<b>Value</b>	<b>Cycle B</b>	<b>Value</b>	<b>Cycle C</b>	<b>Value</b>
<b>September</b>	<i>Love</i>	<b>September</b>	<i>Respect</i>	<b>September</b>	<i>Integrity</i>
<b>October</b>	<i>Honesty</i>	<b>October</b>	<i>Appreciation</i>	<b>October</b>	<i>Co-operation</i>
<b>November</b>	<i>Kindness</i>	<b>November</b>	<i>Forgiveness</i>	<b>November</b>	<i>Humility</i>
<b>December</b>	<i>Trust</i>	<b>December</b>	<i>Peace</i>	<b>December</b>	<i>Faith</i>
<b>January</b>	<i>Resilience</i>	<b>January</b>	<i>Self confidence</i>	<b>January</b>	<i>Aspiration</i>
<b>February</b>	<i>Care</i>	<b>February</b>	<i>Loyalty</i>	<b>February</b>	<i>Equality</i>
<b>March</b>	<i>Courage</i>	<b>March</b>	<i>Tolerance</i>	<b>March</b>	<i>Friendship</i>
<b>April</b>	<i>Empathy</i>	<b>April</b>	<i>Patience</i>	<b>April</b>	<i>Taking pride</i>
<b>May</b>	<i>Positivity</i>	<b>May</b>	<i>Generosity</i>	<b>May</b>	<i>Individuality</i>
<b>June</b>	<i>Responsibility</i>	<b>June</b>	<i>Hope</i>	<b>June</b>	<i>Belonging</i>
<b>July</b>	<i>Happiness</i>	<b>July</b>	<i>Freedom</i>	<b>July</b>	<i>Reflection</i>

### Legislation and Guidance

This policy reflects the requirements for Priory Rise to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### Organisation and Planning

- Jigsaw is used as a basis for teaching and learning which will equip children with essential life skills. This important work starts in Nursery with weekly activities/lessons building on knowledge and fine-tuning skills in children as they move through the school to Year Six. Six themes, lasting a half term, are followed each year, these are: Being me in my world; Celebrating difference; Dreams and goals; Healthy Me; Relationships and Changing Me.



- Planning in each year group will identify clear skills and knowledge to be taught and will follow the PSHE Curriculum Progression document which also allows for consolidation and 'over learning'.
- Planning in each year group breaks learning down into component parts which build towards the end of Key Stage outcomes.
- Planning details the focussed vocabulary highlighted for each year group in the PSHE Curriculum Progression document.
- PSHE and Citizenship is delivered by class teachers in mixed gender groups. A range of teaching and learning styles will be used including: role-play, circles, discussion and debate, constructive use of videos, group work, games, art and music.
- Additional sessions may take place where relevant as issues/concerns arise in the school or local community. This can be for a year group or a wider Key Stage focus.
- Assessment and tracking will take place for all children in PSHE across all of the areas of the programme of study.
- Unit assessment data is stored in Arbor using PITA (point in time assessment) in the second half of each half term, regardless of whether it is taught in the first or second half. Data is entered using 'Expected/below/greater depth classification.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan/adapt lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **Resources**

- Enrichment events are organised (see At-a-Glance Enrichment Overview) where appropriate including: visits, workshops, local walks, Parks Trust, visiting storytellers, authors, poets, visiting drama specialists, parents and theatre groups.



- A budget bid is completed annually to purchase new subject resources in the next financial year. Year group leaders alert subject leaders to any resources that might be needed.
- Each class has easy access to a range of resources for PSHE such as: dictionaries, thesauri, and iPads/chrome books.
- The school library contains a wide range of fiction and non-fiction books which support PSHE.
- Puzzle pieces are part of the Jigsaw family and used across all year groups and referred to during Key Stage assemblies.
- Resources are updated regularly to reflect need and any changes in policy (either school-based linked to school specific needs or Government policy/updates).
- Restorative Leaders (Year 6) support younger children to develop their restorative practice.

### **Restorative Practice**

Priory Rise School is a Restorative School. All members of the school community have a clear vision as to how, together as a community, we can be a place where everyone is safe, accountable and valued.

Restorative Practice underpins how we develop relationships and build a learning environment where everyone is learning and developing. Priory Rise is a place where everyone feels safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned. We ensure that the contributions and opinions of every child are valued and deserving of attention. A central element of PHSE is the development of the child's self-awareness, self-esteem and confidence by ensuring that each child has the opportunity to achieve and be successful.

### **Home Learning**

Regular communication regarding PSHE at Priory Rise is made with parents through:

- Half-termly newsletters
- Information on the school website
- Parent consultations
- Tapestry (FS and Butterworth), Marvelous Me (KS1 & 2)
- RSE carer information evening takes place in May/June each year for our Year 6 families
- Parents are consulted each June through a letter exploring the unit 'Changing Me'

### **Role of the Curriculum Leaders**

PSHE is led across the school by leaders in each phase of the school. These roles include the following areas:

- To support in securing the highest standards of pupil achievement across the PSHE curriculum through effective monitoring and evaluation.
- To formulate and review all policy documentation linked to the PSHE National Curriculum as set out in the School Improvement Plan, in full consultation with SLT and teaching staff.
- To use data analysis effectively (national, local, school data and inspection data) to inform policies, teaching and learning and whole school improvement.



- To interrogate termly data, identify areas of poor performance and take effective action to remedy and eradicate underachievement.
- To update the Curriculum Progression document for PSHE to ensure it is accurate across the school.
- To write a PSHE action-plan as part of the School Improvement Plan and evaluate the effectiveness of the plan on an annual basis.
- To collaborate with and support teachers in ensuring progression and continuity across year groups.
- To advise and inform staff about assessment, recording and reporting procedures within the school and new information/resources/guidance.
- To monitor and evaluate the quality of teaching and learning in PSHE throughout the school through teaching and learning observations, team teaching and work scrutiny, where appropriate.
- To monitor and evaluate the PSHE learning environment across school.
- To appoint Restorative Leaders from Year 6 and ensure training and support is provided.
- To lead staff development/training sessions for teaching and support staff as agreed with the Headteacher.
- To advise and inform ECTs and other new staff about the subject policy and practice in the school.
- To attend courses and meetings as appropriate and to evaluate and report back to staff on the essential issues covered.
- To keep up to date with current trends and research.
- To audit, order, organise and allocate resources throughout the school, both in classrooms and in resources areas.
- To provide information for the Local Governing Board at relevant meetings.

### Linking Documents

This policy links to the following documents, policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Health and Safety policy
- Behaviour policy
- At-a-Glance Curriculum Overview
- At-a-Glance Enrichment Overview
- PSHE Curriculum Progression document
- RSE policy
- Child Protection and Safeguarding Policy

