



PSHE Policy

Why

At Brookdale Primary School the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

We believe that PSHE education should offer both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness; it must teach pupils how to manage the physical and emotional changes at puberty, introduce them to a wider world and enable them to make an active contribution to their communities.

PSHE promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society whilst preparing pupils for the opportunities, responsibilities and experiences of later life.

It contributes to developing skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

It promotes our core values of Respect, Friendship, Compassion, Teamwork, Determination and Responsibility and supports and complements school policies on: Child protection/safeguarding, Extremism, Bullying, Relationships and sex education, Online safety. It addresses diversity issues and ensures equality for all through the range of resources and materials used and situations discussed.

The needs of all our pupils, irrespective of gender, culture, ability or aptitude, are promoted through the inclusive PSHE curriculum at our school which is designed to enable them all to understand how to keep themselves healthy and safe and prepares them for life and work.

How

Our PSHE curriculum **includes, inspires, engages and nurtures** our children in activities which help them develop the skills needed to manage different influences and pressures, as a part of their personal development helping them to develop a respect for the abilities of others, encouraging them to collaborate and cooperate across a range of activities and experiences. It is in line with the expectations set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for 2020.

EYFS –

During the Early Years Foundation stage (EYFS) we support our children to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. In the Early Years Foundation Stage (EYFS), we relate the children's development in PSHE to the objectives set out in the Early Learning Goals which underpin the curriculum planning. Children are taught about the importance of kindness, how to make considered choices and routines which help us to look after ourselves and get along with others. The 1decision Early Years Learning Portal has materials available for use across the EYFS to tackle specific issues as they arise for children within the settings. Some of the books and dilemmas are also planned in for specific learning opportunities as part of The Big Question set each term.

Years 1 to 6 -

- The guidance and materials from 1decision (a PSHE Association Quality Assured Resource) is used
- Mapped to the PSHE Association's Programme of Study, the resources help children to develop the skills needed to manage different influences and pressures, as a part of their personal development.
- 1decision dilemmas allow students to experience challenging situations in a safe environment.
- 1decision sets out learning opportunities based on the PSHE Association core themes of HEALTH AND WELLBEING, RELATIONSHIPS, LIVING IN THE WIDER WORLD and their 10 core principles of effective PSHE education.
- A spiral curriculum is offered in order to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- Knowledge Organisers for each year group set out specific vocabulary that will be visited in each unit and can be revisited regularly for embedding and retrieving knowledge.
- Each child has a PSHE journal in which they can respond to the issues and dilemmas discussed. Responses can be made in a variety of ways including writing, drawings and even photographs.
- A safe learning environment is established within each class by having clear 'ground rules' and a confidentiality policy that is understood by all (adults and children).
- In addition to the planned topics it is important that issues are addressed when they arise due to the needs of the children at a certain time including questions which may be asked. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns.
- Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education and so pupils are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.
- Pupils bring differing levels of knowledge and understanding to any issue explored through PSHE education and often this prior learning is more complex than might be assumed. Where possible, any new topic in PSHE education starts by determining pupils' prior knowledge.
- Teachers are careful to ensure that they do not set up polarising debates in PSHE lessons.
- Lessons are sensitive to a range of views but must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information.
- Parents are aware that they cannot withdraw their child from Health Education or Relationships Education. Parents are encouraged to discuss any issues or concerns they may have about subjects covered in PSHE with the co-ordinator.
- Planned enrichment days can be used to develop and extend the school's planned PSHE education programme.

What

- Children know more and remember more as they progress through school
- Children have built up knowledge and skills to keep themselves healthy and stay safe by the time they are leaving our school.
- Children can talk about and use key vocabulary from subject Knowledge Organisers.
- Children can consider what the knowledge they are acquiring and their understanding of it means to them. They develop some skills and strategies needed to apply this knowledge in their present and future lives.
- Children listen to and consider the ideas, thoughts and opinions of others.
- PSHE journals, on-going teacher observations and any end of unit assessments are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Foundation 2 staff are able to make summative judgements against the Early Learning Goals at the end of the academic year.
- Progress and achievement and effort in PSHE are passed on to parents and carers at open evenings and in the annual report.
- Our bespoke Deep Dive process ensures that the subject leadership team can report on standards in standards in PSHE and Personal Development across the school to the governing body.

