



NOTLEY GREEN PRIMARY SCHOOL

Notley Green Primary School and Cann Hall Primary School
form the CHANGE Schools Partnership Multi-Academy Trust

Personal, Social and Health Education Policy

Date of Policy: Autumn 2015

Date Adopted: Autumn 2015

Date for Review: Autumn 2016

Our Vision:

“Aiming High; Changing Lives”

Our Core Values:

- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PERSISTENCE

Introduction

What is PSHE?

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE is delivered to all children as part of the broad and balanced curricular provision at Notley Green Primary School to enable children to live as responsible global citizens in the 21st century.

Structure of the Curriculum

Our PSHE curriculum is structured around three key themes:

- Health & Wellbeing
- Relationships
- Living in the Wider World

These themes are designed to achieve the following outcomes for children:

- Developing confidence, responsibility knowledge, attributes and skills;
- Preparing to play an active role as citizens;
- Developing a healthier, safer lifestyle;
- Developing good relationships and respecting differences between people.

In particular, children will develop their skills of enquiry, intrapersonal (self-management) and interpersonal (relationships) through this carefully planned programme of study.

Sex and Relationships Education (SRE) is incorporated within PSHE and is designed to ensure that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;

- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

A separate policy has been produced for SRE Education that has been agreed by the Governing Body.

The curriculum is structured and progressive (See Appendix) and is delivered by trained staff. In addition, our Core Values are explored (one per half term) and all PSHE is embedded within the wider curriculum with opportunities taken to explore issues around the key themes whenever possible.

Principles of Teaching PSHE

We have adopted the following best practice principles as given by the PSHE Association in designing our curriculum and delivering it through a planned teaching and learning programme:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Approaches to Assessment

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage indicators.

Teachers and other professionals also need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved.

To enable this to happen, assessment is an integral part of the teaching and learning process and focuses on clear learning outcomes related to the curriculum and not on behavioural outcomes only.

In our school assessment has the following purpose:

- To enable our children to demonstrate what they know, understand and can do in their learning
- To develop children's ability to self-assess and to understand what they need to do next to improve
- To help our children recognise the standards to aim for
- To allow teachers to plan work that accurately reflects the needs of each child
- To help parents to support their child's learning at home
- To provide information which allows the Lead head teacher, Head of School and governors to make judgements about the effectiveness of the school

When used effectively, assessment:

- Helps to set clear expectations for standards and achievement through clear learning intentions and success criteria
- Relates closely to specified learning outcomes
- Focuses on the learner rather than the teacher
- Concentrates on what is learned, understood or achieved, rather than what is 'taught'
- Emphasises progress and achievement, rather than failure
- Motivates learners because they become partners in the assessment process
- Enables learners to become aware of the 'how' of their learning, as well as the 'what'
- Assesses what is valuable and relevant for the learner, and not merely what is easy to assess
- Identifies strengths and how to develop them further
- Identifies areas for development/weaknesses and how they might be addressed
- Enables all learners to make progress, achieve and have their efforts recognised
- Ensures progression in teaching and learning

At Notley Green children are assessed against these principles in PSHE through:

- Providing regular opportunities to review learning against the success criteria.
- Involving the children in peer and self-assessment by setting next steps and success criteria which help them to assess their own progress and the progress of their peers.
- Questioning throughout lessons in order to judge the children's understanding.
- Observing children engaged in their learning, tackling misconceptions and reshaping tasks as necessary to maximise progress.
- Producing high-quality displays which celebrate achievement and progress
- Feeding back to children on an on-going basis both verbally and in writing matched to the age and the individual needs of the child.
- Ensuring that children have time to respond to feedback marking and make progress based on the advice that they receive.
- Sampling and moderating children's work.
- Planning specific assessments against learning intentions in medium/short term planning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Appendix - PSHE Curriculum 2015 / 2016

	Autumn	Spring	Summer
F	<p>Myself and My Relationships -Beginning and Belonging -My family and friends</p> <p>Healthy and Safer Lifestyles</p>	<p>Healthy and Safer Lifestyles -Managing risk (E-safety) -Keeping Safe</p> <p>Citizenship -Me and My World -Identities and diversity</p>	<p>Healthy and Safer Lifestyles -My Body and Growing Up</p> <p>Healthy and Safer Lifestyles -My Emotions</p>
1	<p>Myself and My Relationships -Beginning and Belonging</p> <p>-Me and My Emotions</p>	<p>Healthy and Safer Lifestyles - Managing risk (E-safety) -Safety Contexts</p> <p>Citizenship -Working Together</p>	<p>Healthy and Safer Lifestyles -Healthy Lifestyles</p> <p>-Sex and Relationship Education</p>
2	<p>Myself and My Relationships -Family and Friend -Anti Bullying</p> <p>Citizenship -Rights, Rules and Responsibilities</p>	<p>Healthy and Safer Lifestyles -Personal safety (E-safety)</p> <p>Economic Wellbeing -Financial Capability 1</p>	<p>Healthy and Safer Lifestyles -Sex and Relationship Education</p> <p>Myself and My Relationships -Managing Change</p>
3	<p>Myself and My Relationships -Beginning and Belonging</p> <p>Citizenship -Working Together</p>	<p>Healthy and Safer Lifestyles - Managing risk (E-safety)</p> <p>Citizenship -Diversity and communities</p>	<p>Healthy and Safer Lifestyles -Safety Contexts -Healthy Lifestyle</p> <p>-Sex and Relationships education</p>
4	<p>Myself and My Relationships -Family and Friends -Anti Bullying</p> <p>Citizenship - Rights, Rules and Responsibilities</p>	<p>Healthy and Safer Lifestyles -Personal safety (E-safety)</p> <p>Economic Wellbeing -Financial Capability 2</p>	<p>Healthy and Safer Lifestyles -Drug Education -Sex and Relationship Education</p> <p>Myself and My Relationships -Managing change</p>
5	<p>Myself and My Relationships -Beginning and Belonging -My Emotions</p> <p>Citizenship -Working Together</p>	<p>Healthy and Safer Lifestyles - Managing risk (E-safety)</p> <p>Citizenship -Diversity and communities</p>	<p>Healthy and Safer Lifestyles -Healthy Lifestyles - Safety Contexts</p> <p>-Sex and Relationship Education (Puberty)</p>
6	<p>Myself and My Relationships -Family and Friends -Anti Bullying</p> <p>Citizenship -Rights, Rules and Responsibilities</p>	<p>Healthy and Safer Lifestyles - Personal safety (E-safety)</p> <p>Economic Wellbeing -Financial Capability 3</p>	<p>Healthy and Safer Lifestyles -Sex and Relationship Education (Reproduction)</p> <p>Myself and My Relationships -Managing Change</p>

These are the headings taken from the KSI/2 National Curriculum.

Myself and My Relationships – Beginning and Belonging, My Emotions, Family and Friends and Anti-Bullying and Managing Change

Citizenship – Working Together, Identities and Diversity, Me and My World, Diversity and Communities and Rights, Rules and Responsibilities

Healthy and Safer Lifestyles – My Body and Growing up, Keeping Safe, Healthy Lifestyles, Managing Risk, Safety Contexts, Sex and Relationship Education, Drug Education, Personal Safety

Economic Wellbeing – Financial Capability