



Personal, Health, Social and Economic Education (PSHE) Policy

To be read in conjunction with the RHE Policy and RSE Policy.

Rationale

PSHE education at Norwood Primary School permeates all aspects of school life, so children are immersed in a wealth of learning experiences to guide them in becoming outstanding and open-minded members of the community. In addition, it addresses many of the spiritual, moral, social and cultural issues that are part of growing up today.

The PSHE curriculum supports our Norwood mission statement “Aspire Respect Enjoy” in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. PSHE will equip our pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.

There are 3 PSHE themes

1. Health and Wellbeing
2. Relationships
3. Living in the wider world.

Aims and Objectives

- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues for every child.
- To develop positive attitudes to health and encourage the development of healthy life choices.
- To understand what makes for good relationships with others, develop good relationships and have respect for other members of the school and the wider community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To be aware of own behaviour, individual's safety and risk issues.
- To develop financial capability skills for future economic well-being.
- To promote pupils' spiritual, moral, social and cultural development.

Teaching and Learning Approaches

To ensure our Norwood children get the very best teaching in PSHE we have chosen to use an award-winning resource, “1decision”. “1decision” has been kite-marked by the PSHE association as a quality assured product. The 1decision resources have been created by PSHE and Safeguarding experts together with schools, and most importantly children.

1decision always ensures it is updated in line with both statutory requirements and best practice. It clearly follows OFSTED guidance detailing elements of Intent, Implementation and Impact.

The 1decision platform has been designed to be interactive, fun, and engaging. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions. The video clip teaching sequence allows children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices.

With 1decision our pupils will develop the capacity to make confident, sound decisions when facing risks and challenges in both every day and complex contexts. Everyone faces difficult situations in their lives. The 1decision programme will support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

Please see **Appendix 1** 1decision programme of study for PSHE

Planning

1decision progression route: This document provides the full overview of delivery and progression of our PSHE programme throughout the school. (**See Norwood in a Nutshell**)

Each inspiring unit of work is expertly planned and resourced and supported by detailed teachers’ notes. Additional activities and links are planned to provide breadth and balance.

1decision is at the heart of our PSHE curriculum and is proficiently planned however teachers must adapt and personalise lessons to meet the specific needs of individuals, classes and the school. For example, at Norwood we have a greater focus on rail safety as there is a railway line adjacent to the school playground. Please see PSHE enhancements specific to Norwood in the cross curricular paragraph below.

We use the “1decision” mapping document to ensure that we cover the statutory elements of PSHE, i.e., the Relationship Education/Health and Wellbeing Education curriculum. This document looks at how the PSHE Association’s updated Programme of Study (2020) and the 1decision resources are mapped against the new Relationship Education/Health and Wellbeing Education statutory framework. (**See Norwood in a Nutshell**)

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies seven areas of learning, with Personal, Social and Emotional Development being a key foundation to the PSHE curriculum. From September 2020 this will be supported and enhanced by “1decision” Early Years programme of study.

Assessment and Recording

In accordance with the school's assessment procedures, achievement and growth in PSHE is observed and recorded by class teachers. Any independent work is marked by the teacher in line with the School's Marking policy.

The 1decision modules offer ample assessment to recognise student achievement and gaps in learning. They provide comprehensive baseline assessments for every unit, end of unit assessments and reflective self- assessments. These assessments will be used by teachers to inform their next steps in planning for PSHE. Progress for the statutory elements of PSHE (Relationship Education and Health Education) will be recorded on our school tracker in line with other foundation subjects.

The essential skills and attributes identified in the PSHE programme of study are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

Resources

For PSHE lessons, the children's learning and understanding is enriched primarily with 1decision's planning and also supplemented with books and other specialist PSHE visual aids.

Time Allocation

The National Curriculum does not stipulate how much time should be spent teaching PSHE. However, as Relationship Education/ Health and Wellbeing Education are statutory from September 2020, PSHE will be taught weekly for a minimum of 20 minutes. In addition, unscheduled lessons may occur if relevant to a pupil's safety and wellbeing. Units of work, vocabulary word banks and "1decision" videos should be revisited and revised at intervals during the school year to ensure that learning is reinforced embedded and remembered.

Equal Opportunities and Inclusion

All children will be provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities for children of all abilities and beliefs. Provision for children with Special Educational Needs is the responsibility of the class teacher, with the support of the Special Educational Needs Co-ordinator and PSHE subject leader. It is vital that all children have access to the PSHE curriculum regardless of gender, ethnicity, race, religion, language, ability, sexual orientation or home background. Within the planning and teaching of PSHE, an awareness is needed of anything that might be deemed 'sensitive' to a particular child.

We will ensure that the content, approach and use of language are inclusive, reflecting the diversity of the school community and society more widely, helping every pupil to feel valued and included in the classroom. We will challenge stereotypes and avoid making assumptions, for example: that everyone has two parents (one male and one female); only

men are able to do manual jobs; and all older people are inactive. As part of this, ensure all teaching reflects a non-stereotypical world view of gender, age, disability, race, culture, religion, sex or sexual orientation

Schools should be reactive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

Special Educational Needs/Greater Depth

A whole school approach underpins success for pupils with dyslexia and special needs. We recognise that pupils with dyslexia and special needs are likely to experience higher levels of stress than their peers and that this will impact on their learning and their emotional well-being: to respond to this we provide differentiation, multi-sensory strategies and a dyslexia friendly environment.

Differentiation through activity, resources and outcome is used to maintain the high expectation we have for all our pupils. All pupils have access to materials and opportunities that are suitable to their specific needs.

We should also be mindful of the “preparing for adulthood” outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE can be particularly important for pupils with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in personalising and teaching these subjects.

1 decision uses highly relatable characters (Deedee at KS1 and Darlee at KS2) that support children in making good decisions. The characters are helpful in engaging all pupils and particularly SEND pupils.

1 decision provides additional “Nurture Group” resources. These resources have been produced to provide additional support and engagement for SEND students. They can be used by class teachers when needed or in nurture group support or early intervention sessions. The intention of these sessions is to allow SEND children to express themselves fully, to help session leaders recognise any areas of concern, and to easily identify necessary support, if required.

Greater Depth pupils are challenged with open-ended tasks which provide opportunities to tackle more complex issues and use a wider range of resources.

ICT

Opportunities to use ICT to support teaching and learning in PSHE will be planned for and used as appropriate.

Cross Curricular Links

PSHE is an essential part of children’s education and occurs throughout the curriculum at Norwood Primary School. Wherever possible cross curricular links to PSHE are made to

ensure children are continually exposed to learning that will develop their abilities in this subject.

At Key Stages 1 and 2, the National Curriculum for **Science** includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The National Curriculum for **Computing** also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The National Curriculum for **PE** aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Relationship Education and Health Education are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, the PSHE curriculum is supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of our school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

PSHE enhancements include:

- Norwood's values of Aspire, Respect and Enjoy
- Class Dojo
- Star of the week
- Weekly assemblies programme
- Healthy lunch boxes
- Forest School
- The Golden Mile
- Extra-curricular activities e.g. sports, cooking, mindfulness, eco warriors etc.
- Fundraising opportunities e.g. Children in Need, Comic Relief etc
- Citizenship awards
- Mini Police
- Year 6 cookery club
- Year 6 Captains
- Lunchtime Play Leaders
- Friendship bench
- Residential visits
- Local school visits in the community e.g. fire station, police station, residential homes
- School visitors e.g. nurse, police, inspirational visitors etc.
- Stonewall support materials e.g., Posters "Different Families, Same Love"
- Friends of Norwood activities

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visit aspects of this subject.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer

KCSIE, (Keeping Children Safe in Education 2023) is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse.

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Role of Subject Leading/Monitoring

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of, being informed about current developments and providing a strategic lead and direction for the subject in the school. The PSHE subject leader gives the Head Teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The PSHE subject leader will have regular management time in order to review evidence of the children's work and undertake lesson observations of PSHE teaching across the school.

Role of Governors and Parents

Our governors determine, support, monitor and review the school policies on PSHE. Parents and carers will be encouraged to participate in the teaching and learning of PSHE particularly in the development of the new statutory Relationship/Health Education and Relationships and Sex Education (Year 6 only).

Outcomes

The PSHE curriculum will support our Norwood mission statement "Aspire Respect Enjoy" in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. PSHE will equip our pupils with a sound understanding of risk and the vocabulary, knowledge, skills and understanding necessary to make safe and informed decisions.

Review

This policy will be reviewed at least every three years by the Curriculum Committee of the governing body.