1 What is PSHE Education?

A definition - PSHE (PERSONAL, SOCIAL, HEALTH, ECONOMIC) EDUCATION
PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people’s personal, spiritual, moral, social and cultural development and the ability to understand and reflect upon British values, such as inclusion, acceptance and honesty.
National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton

2 Aims of PSHE Education

- To provide pupils with the knowledge, understanding, attitudes, values and skills they will need to reach their potential as individuals and within the community
- To encourage participation in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities
- To be able to recognise and appreciate their own worth, develop skills that enable them to work well with others and become increasingly responsible for their own learning
- To be able to reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- To understand and respect our common humanity; diversity and differences in order to form fulfilling relationships which are an essential part of life and learning

3 Intended outcomes of PSHE Education

The development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- have a sense of purpose
- develop the ability to reflect upon situations and circumstances
- assess risk and possible consequences
- value and respect themselves and others
- form and maintain positive healthy relationships
- make and act on informed decisions
- communicate effectively
- work with others effectively
- respond positively to challenge and appropriately manage feelings of anxiety
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals
4 PSHE within the school
PSHE takes a whole school approach and is proactively led to prioritise and address mental health and wellbeing. Aspects of PSHE can be observed through the embedding of our school's values: responsibility, perseverance, appreciation, cooperation, respect and honesty. Themes related to these values, keeping safe and sometimes more specific PSHE content are often featured in adult led assemblies, information evenings with parents, activities, workshops and information provided through the children's centre and the International Primary Curriculum (KS1 & 2) and Cornerstones Curriculum (EYFS) that is followed at Sythwood. Residential experiences in key stage 2 make an important contribution to the pupils' personal, social, emotional and citizenship development.

PSHE as a stand alone subject also helps to embed the school aims, values, SMSC (spiritual, moral, social and cultural development), behaviour to engage successfully, and safeguarding principles.

5 The content of the Sythwood’s PSHE curriculum and how it is organised
At Sythwood the PSHE curriculum covers the specialist areas of: relationships and sex education; drug education; economic well-being and financial capability; emotional health and wellbeing; healthy lifestyles and safety education. Even though PSHE is divided into these categories, themes often cross over, for example 'keeping safe' features in most of these categories e.g. personal safety online, financial safety, safety linked to medicines and drugs, safety linked to good hygiene practices such as hand washing and food preparation but, it is also a category by itself e.g. keeping safe during a fire. This reflects the way in which knowledge, understanding and skills will be used and transferred in many aspects of the pupil's lives, not kept discrete, now and in the future.

The PSHE curriculum is organised as a spiral curriculum – this ensures that topics are delivered in an age appropriate way and that knowledge, understanding and skills continuously develop throughout the pupil's time at Sythwood. Year on year pupils should be expanding and developing their use of emotional language and strategies to cope with feelings, understanding what risk and choice is and who and where they can safely seek help. The content of what the children will learn in PSHE lessons in specific year groups is published on our website e.g. Year 1 PSHE Yearly Overview.

Learning is organised into the following sections:

- relationships and sex education, including relationships and safety online
- drug education
- financial capability
- behaviour and safety
- physical health
- mental health

This is our planned PSHE provision but the topics may be expanded or shortened depending on the needs of the pupils. Other topics may be added if the teacher or pupils identify a need or provision may be further planned in response to topical or unforeseen events that impact on pupil's lives.

In Key Stage 1 and 2 PSHE education is timetabled and discretely taught on a weekly basis in each class by the class teacher.
6 **Teaching and learning methods used in PSHE lessons**
A variety of teaching and learning strategies which take into account pupils’ age, development, understanding and needs are used to deliver PSHE. Pupils will need to work in a safe, secure climate to be able to explore their own and others’ attitudes, values and skills. Teachers and staff should be sensitive to pupil and family situations and backgrounds and give consideration to these issues when planning the lessons.

Questions asked by pupils will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here and will adhere to safeguarding procedures. On occasions it may be considered that the people/person best placed to answer a pupil’s question is their family/carer/s, and the school will liaise with the pupil’s family appropriately.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- the effective use of PSHE Ground Rules which have been agreed and explored within the class. These will be worded in a way that is understood by the class but will incorporate the following: *respect, openness, confidentiality* (what has been said will be kept in the classroom however teachers still have a duty to act on any safeguarding concerns) and *kindness*
- the development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and using first-hand learning to achieve positive ends.

7 **THE USE OF EXTERNAL CONTRIBUTORS**
Some Year groups invite visitors with specialist knowledge or expertise to enhance the PSHE provision. An external visitor will add something to the learning that the teacher cannot but the teacher will be present during these sessions, taking on a given role, supporting with classroom management or observing. The delivery of the PSHE curriculum, safeguarding and ensuring that PSHE ground rules are in place remain the responsibility of the teacher. Surrey Healthy Schools, External Contributor Guidance, supports teachers in ensuring this is so.

8 **MONITORING**
The PSHE leader will monitor the delivery of PSHE through observation, planning, work sampling, learning walks, and discussions with teaching staff and pupils to ensure consistent and coherent provision.

9 **EVALUATION**
Evaluation of the PSHE curriculum will be conducted on the basis of:
- pupil and teacher evaluation of the content, activities and learning processes
- staff meetings to review and share experience
10 **ASSESSMENT**

Assessment is a planned part of teaching and learning which helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates pupils because they become partners in the assessment process. Assessment in PSHE allows pupils to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. Each topic is started with an appropriate form of baseline assessment, such as a write and draw. The children then complete the same write and draw assessment at the end of the topic, adding what they have learnt. Teachers will be using formative assessment throughout the topics and general pupil observations to assess which skills need developing further or if the pupils are developing in a specific area.

We currently assess against the QCA End of Key Stage statement.

11 **LINKS WITH OTHER POLICIES**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Relationships and Sex Education Policy
- Administering medicine Policy
- Assessment Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Smoking Policy
- Anti-bullying Policy
- Behaviour Policy
- Anti-radicalisation Policy/Statement
- E-safety Policy

12 **Review and Evaluation**

Date approved – 16/11/17

Due for Review: Autumn 2020

Persons Responsible: Vanessa Rose

Approved by: Performance & Safety Committee

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