

## PSHE Policy 2024

### **Intent**

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We intend that our pupils acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of a whole school approach, we will teach the qualities and attributes pupils need to thrive as individuals, family members and members of society.

We provide a framework in which sensitive discussions can take place. We will prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. We will help pupils develop feelings of self-respect, confidence and empathy. We will do so by creating a positive culture around issues of sexuality and relationships.

We intend to teach children to be responsible, look after others and be a Havannah Hero.

The aims of the PSHE curriculum at Havannah Primary School are:

- To promote positive attitudes and enthusiasm for PSHE
- To understand the importance of having a healthy mind and positive attitude
- To ensure the progressive development of PSHE knowledge, skills and attitudes
- To promote good listening and know how to work and play cooperatively
- For pupils to treat themselves and others with respect
- To understand how to be KiVa and understand how our behaviour affects others
- To understand what a bystander is and how to support someone who is being bullied
- To understand how they are part of a diverse world and the role that they can play in it by being a good citizen
- To understand that certain body parts are private, what they are and use the name for them

### **Implementation**

The curriculum for PSHE has a particular focus each term. The lessons are broken down into key themes, behaviours and knowledge to ensure progression throughout the school. Lessons are taught weekly in each year group and in whole school assemblies, rich texts are used to explore different themes throughout the school.

#### **KiVa - Anti-Bullying Programme**

We teach pupils how to be a good friend, being responsible, understanding what a bully is and how to support the victim. The curriculum is mapped to ensure progression so that all pupils know and understand how to be 'KiVa' and what the KiVa rules are.

#### **Go-givers - exploring the fundamental challenges facing children and society today.**

We teach pupils about being themselves in the wider world and about their responsibility to be a good citizen, this includes covering:

- Spiritual, Moral, Social and Cultural (SMSC) learning including the teaching of fundamental British values
- Personal, Social, Health and Citizenship Education (PSHCE) including Relationships Education
- Values and Character Education Child-led social action and active citizenship project

### **No Outsiders—Teaching the Equality Act in Primary Schools by:**

Teaching and exploring different identities and exploring diversity as a whole. The curriculum is mapped sensitively and is underpinned by rich texts that cover all aspects of differences in our world. We adopt the principle that no one is an outsider and that everyone is welcome at Havannah Primary School.

### **MyHappyMind**

MyHappyMind is a programme used here at Havannah Primary School to promote a culture of resilience, self-esteem and individual character. Throughout, children are encouraged to explore themselves as a unique individual (personality, strengthen their relationships with friends and family, managing their own emotions and celebrate their milestones and achievements).

MyHappyMind is taught across five modules and each introduces a new set of content and habits to help children build resilience, self-esteem and confidence.

#### The Five Modules:



### **Statutory First Aid**

From September 2020, all state-funded schools in England will be required to teach first aid as part of health education for all Key Stages. This will include basic first aid skills for common injuries. Primary school pupils will be required to learn how to confidently make an emergency call and how to deal with head injuries.

### **Christopher Winter Project— Relationships and Sex Education – Term 3**

The project builds on learning from previous years and revisits topics each year to cover them in greater depth. It includes lesson material on topics such as keeping clean, families, gender differences, personal space, puberty and relationships.



At Havannah Primary School we make PSHE an enjoyable learning experience. We encourage pupils to participate in a variety of experiences through which we aim to build the confidence of all pupils. Teaching focuses on developing the pupils joining in class discussions and working through solutions. We use texts to provoke thought and discussion and an opportunity for pupil to reflect upon their own words and actions.

## **PSHE Curriculum**

The national curriculum defines the content of the school curriculum for PSHE.

### **Key Stage 1**

Pupils in Key Stage 1 learn to manage their feelings and know what it is to be a good friend. They learn about bullying and to say no to bullying. Pupils are taught about diversity, peer pressure and finding solutions. Pupils learn about belonging and how to manage conflict. By the end of Key Stage 1 they name body parts.

### **Key Stage 2**

Pupils in Key Stage 2 embrace the KiVa program of study in greater detail, building upon what they have learnt in Key Stage 1. They learn about empathy, supporting the victim of bullying and not being a bystander. By the end of Key Stage 2 they would have learnt about topics such as loneliness, identity, sadness and equality. Homophobia and LGBT+ are also taught in Year 6. By the end of Key stage 2 pupils learn about puberty, pregnancy and changes.

### **Foundation Stage**

We teach PSHE in the foundation stage as an integral part of the topic work covered during the year. We relate the PSHE element of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We focus on teaching pupils how to be self-confident and self-aware, to manage feelings and behaviour and to make relationships with peers and familiar adults and support pupils to develop good health and self-care.

## **Equal Opportunities**

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. This includes tailoring the content and giving pupils more time to understand new vocabulary taught. See Special Education Needs Policy for more details.

## **Assessment, Record keeping and Reporting**

Children's work in PSHE is assessed by making informal judgements as we observe them during each PSHE lesson. On completion of a piece of work, the teacher marks the work and highlights the success criteria in accordance with the school's marking policy and comments as necessary. Work is often photographed as evidence of different skills being taught.

The PSHE book will provide the basis for the summative assessment at the end of each term. At the end of each topic, the children will be assessed against criteria: emerging, exceeding and expected expectations for the key music objectives. Teachers should judge which description best fits the pupil's performance.

### **Impact**

Outcomes in PSHE demonstrates a broad and balanced curriculum which ensures that pupils are given the opportunity to become responsible citizens who have the skills and knowledge to make positive choices.

The sensitively mapped curriculum ensures that pupils become 'Life Ready', having built their own bank of knowledge and behaviours to equip them with life beyond Havannah Primary School.

Pupils will know more, remember more and understand more.

### **Monitoring and review**

The PSHE subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources and the music curriculum budget.
- Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks
- Checking assessments are up to date