



Ancaster

Church of England Primary School

PSHE Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon PSHE at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of PSHE at Ancaster.

Inclusivity- All teaching staff should plan to include all learners across each lesson. Children will be encouraged to participate in learning through a variety of strategies that can be tailored to suit the needs of individual learners. Using a variety of practical and written response strategies such as discussion, debate, drama, games and more will all enable all children to participate. Effective teaching will ensure children are challenged and supported to succeed in acquiring knowledge, vocabulary and understanding of PSHE content.

Exploration- Learners will be encouraged to explore their thoughts, feelings and ideas through valuable class discussions, debates and through written work where appropriate. Children will develop their thinking, vocabulary, team-work and confidence to respond to scenarios and begin to pose their own questions as they explore their own and opinions and the opinions of others as they broaden their experiences and understanding. Through enrichment experiences and wider national initiatives such as anti-bullying week children will explore their role as a member of the school and wider community and how their voice and their actions matter.

Empowerment- Children will feel empowered to become the best versions of themselves as they are exposed to a PSHE curriculum which builds in knowledge, vocabulary and understanding as they learn to develop the many skills and abilities needed to lead a successful life in school and beyond, such as emotional resilience, staying safe and managing finances. Children will also be equipped with an understanding of how to lead a healthy life through developing their mental and physical well-being.

Lesson coverage will include opportunities to listen to stories and reflect on their messages and will become confident to participate in discussions around big ideas such as how to be a better friend, member of the community, or manage and express their emotions.

Values Led- Our core school values of Wisdom, courage and respect are embedded through everyday school life. PSHE lessons will equip children with the understanding of why these values are important and the roles they play in everyday life. Children will have many opportunities to share their wisdom as they reflect and revisit prior learning and then build upon this through lively discussion, games, drama and written responses. Children will have the courage to engage in their learning and through lessons taught in anti-bullying week will be equipped with the ability to feel that they stand up for themselves and for others or to have the courage to share when they recognise that their mental-wellbeing requires some support. Throughout daily life everyone will treat others with respect. These values are embedded in school life as children live up to our school motto of 'Be the Best You Can Be' and through initiatives such as 'Power to Change' children will take their lessons from PSHE units, assemblies and enrichment opportunities and realise how they can be active citizens of their community who can make a difference.

Statement of Intent

At Ancaster we believe that the delivery of PSHE equips the children with the knowledge, skills and understanding they need to live confident, healthy and independent lives. Pupils are encouraged to be independent, enquiring learners and are empowered to think about themselves, others and their ability to make a difference. Through a combination of lessons and assemblies' pupils will have an awareness of their importance as global citizens and their ability to make a difference so that they can make positive contributions to their community as they are equipped with the wisdom and courage that will enable them to have the 'power to change'.

We have carefully selected units of work from the Cambridgeshire PSHE service to build our PSHE curriculum in order to meet all the statutory requirements of the PSHE curriculum in line with the National Curriculum. Staff are provided with a clearly mapped out sequential knowledge-based curriculum which encourages creative and curious learners. Our PSHE curriculum provides challenge whilst including opportunities to revisit and reflect on prior learning as well as offer links to learning with other subjects. The vision for pupils and staff at the school is to strive to be the 'best they can be' and this will be evident through how children engage with their PSHE lessons as well as their behaviour around school. Many PSHE lessons will feature class discussions and will widen children's horizons through making connections and becoming effective communicators.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board is responsible for:

- approving and monitoring the content of this policy;
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment;
- formulating a Standards and Curriculum committee who assists the school with the creation and implementation of the curriculum;
- ensuring the curriculum is inclusive and accessible to all;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- fulfilling its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The headteacher is responsible for ensuring that this policy is adhered to, and that:

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject
- provide efficient resource management for the subject.

SENCO

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Implementation

Organisation and Planning

Long Term Plans

Our curriculum is carefully mapped in long term plans to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring curriculum coverage. Where appropriate, new learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey both within our school and beyond.

Throughout the curriculum delivery, opportunities are given for children to be able to revisit, recall and apply the knowledge and skills taught to support their retention of this learning and their understanding to become successful confident learners. This is done through the regular use of retrieval tasks. Where possible enrichment opportunities, such as visits and visitors, enable the children to retrieve learning and apply in real-life situations beyond the classroom where applicable.

Subject Overviews and Yearly Plans

Our Subject Overviews are created from our Long-Term Plans by our Subject Leaders for each individual subject to show the key learning in that subject across the school, setting out how it builds on what has been taught previously.

All curriculum documentation outlined above is available on our website.

Implementation

Organisation and Planning

Following the whole school LTP, which is modelled on the Cambridgeshire schemes of work ensures the progression of knowledge and retrieval of prior learning. Staff will be aware of the content taught in previous year groups and will plan in retrieval opportunities for children so that pupils can make links within their learning and a base upon which to build new knowledge. This will be achieved through identifying and sharing with the children what they should already know and the knowledge they will learn today. Specifically planned for vocabulary will be introduced to children to provide them with skills and knowledge to access learning. Teachers will plan opportunities for pupils to use and explore new vocabulary through ensuring lessons provide pupils with opportunities to talk, share and reflect on the learning. In PSHE lessons pupils will engage with learning through oral, discussion based work and written work where appropriate. The school will deliver relationships and health education as part of its timetabled PSHE programme.

Teaching and Learning

Our lessons have been designed using Rosenshine's Principles of Instruction to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of identified vocabulary to extend spoken and written language. Mastery principles also ensure that new learning is presented in small chunks with children given the opportunity to learn new content through explicit teaching and modelling, guided and independent practice which meets their differing needs.

(Our children understand this process as I do, We do, You do). This enables teachers to identify misconceptions and address them at this point of learning. Information gained by teachers at the end of each lesson, as outlined in our Feedback Policy, enables gaps and/or misconceptions to be identified and subsequent lessons to be re-shaped to address these aspects. Children are grouped using fluid groups which change depending on children's outcomes from a lesson. All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year, in another subject in the current year or the previous time it was taught to them. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

In delivering the PSHE curriculum teachers will cover units of work taken from the Cambridgeshire PSHE scheme that have been carefully mapped on our long-term plan to ensure coverage of the statutory requirements and that links are made with whole school and nationwide initiatives, e.g. Anti-bullying content is delivered during the term that Anti-bullying week takes place and will be covered each year.

For our youngest learners in Reception, the teaching of PSHE is covered through developing children's PSED (personal, social, emotional development) which is one of the seven areas of learning for EYFS children as outlined within the EYFS framework. PSED is classified as a Prime area of learning meaning *it is particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving*. According to the PSED Educational programme for EYFS children teachers must provide children with opportunities and experiences as follows for this area of learning:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

(Statutory Framework for the early years foundation stage, DFE, 2021)

Reception children will develop their PSED skills mainly through play, where the continuous and enhanced provision will support children to develop at the expected level for a child their age throughout the year. The Reception adults will also build and develop positive relationships with pupils and assess and address next steps 'in the moment' to support children in working towards meeting their ELGs (Early Learning Goals) at the end of their Reception year. Where appropriate some planning from the Cambridgeshire PSHE scheme will be taught during short whole class or group inputs where children will mostly engage in class discussion-based work and then demonstrate their understanding through their use of the provision. For PSED the ELGs children are assessed against fall under the following categories: Managing Self, Self-Regulation and Building Relationships. Children who meet these ELGs by the end of the year will be well-equipped to continue their learning of the PSHE National Curriculum as they move into year one and beyond. Where children do not meet these End of Year Expectations in PSED class teachers will have discussions with the class teacher who will next teach them to discuss their gaps in learning or development and will share where they will need additional support in order to access the PSHE curriculum and keep up with their learning.

Our children's well-being is important to us and we use our curriculum to teach children to recognise their feelings and moods and provide them with the vocabulary in order support them in articulating how they are feeling. We have engaged with the NHS 5 Ways to Wellbeing Project in order to promote mental health and wellbeing and to normalise the language around it. As part of this project we have also incorporated mindfulness practices into our provision.

Cross-curricular Links

Teachers will follow the long-term plan which is based on the Cambridgeshire PSHE scheme and units have been carefully chosen to fit with learning in other topic areas where appropriate e.g. In KS1 children will learn about healthy lifestyles which directly links to their DT learning where they create fruit salads and healthy sandwiches. Financial Capability will be delivered at the end of KS1 after children have been exposed to learning around money in their Maths lessons to ensure children are equipped with the skills and knowledge to access the PSHE content.

Over the course of the school year children will be provided with opportunities to attend trips and receive visits from experts which will enhance their learning across a range of subjects including PSHE. These visits and trips will provide children with practical, real-life experiences of diversity, communities different from their own and will have the opportunity to display and put into practise their learning of rules, personal safety, managing risk etc which will be delivered through the PSHE curriculum.

Equipment and Resources

The Cambridgeshire PSHE scheme will be used for teachers to plan from. Teachers will have access to the website where support in assessing and planning units is available. From this website there is also information for teachers to support them in delivery of PSHE content e.g. SRE vocabulary lists and information for parents. Teachers may require books or resources that are outlined in the PSHE scheme to link to learning. Staff will look a term in advance of what they are teaching so that they may order any resources necessary to deliver the content.

Provision for SEND, Pupil Premium, High attainers

We recognise our responsibility to provide a broad and balanced curriculum for all our pupils. All pupils are entitled to access the PSHE curriculum at a level appropriate to their needs in order to allow children to achieve their potential. Teaching considers the ability, age, readiness and cultural backgrounds of all pupils in the class and learning will be tailored accordingly. Adaptations are made for pupils where English is an additional language to ensure that all pupils can fully access the curriculum and PSHE provision. All pupils with SEND receive PSHE education with content and delivery adapted accordingly to meet their individual needs and ensure inclusion and challenge is provided where appropriate. Discussions will take place between class teachers and SENDCO on how individual needs may be met. We comply with the requirements set out in the SEN code of practice in providing for children with special educational needs. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.

Equal Opportunities

Our curriculum provides meaningful opportunities for pupils to explore and engage in a variety of units that the PSHE curriculum covers ranging from understanding themselves, their community, financial capability, digital lifestyles, drug education, healthy eating and more in order to better prepare them for life beyond school and to equip them with the knowledge and skills to lead happy, healthy lives. Children will develop an understanding of the world beyond themselves and hear and learn about the opinions and perspectives of others whilst understanding they may not always agree but instead develop the respect of another's viewpoint. Through the delivery of PSHE children will be actively encouraged to address and challenge stereotypes.

Impact

Assessment and Reporting

Much of the PSHE curriculum will be delivered through class discussions and if children are keeping up with the content teachers will know that children are on track for their year group. Where teachers feel that children are not keeping up with the content, they will use the school wide assessment system INSIGHT to highlight what they have achieved. This will then allow both current and future teachers to check back on prior learning and see where the child has any gaps in their knowledge and understanding. These gaps in knowledge can then also be planned into retrieval opportunities to ensure previous learning that was not secured can be revisited.

In order to monitor the progress of pupils in their class, teachers will plan in retrieval opportunities where assessment can take place as well as discussion groups and quizzes. Additionally, teachers may plan in frequent opportunities for children to self-reflect and evaluate their own learning. Teaching will assess and identify where pupils need extra support or intervention.

Where written work is an outcome of a PSHE lesson, the school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Class teachers will assess pupils progress and achievement over time by looking back at written outcomes and work achieved against the learning question.

Parents are informed on their child's end of year report whether their child is below, meeting, or above average age-related expectations for PSHE within their year group. Children's progress and attainment will also be discussed with parents at various points in the year during parent consultation evenings.

Monitor and Review

The subject leaders for PSHE will monitor the quality of teaching and learning across the school using learning walks to see learning first hand in classes. The subject leaders will also carry out scrutinies of evidence in PSHE where appropriate through looking at work completed in topic books to gain overviews of learning in each year group and help to ensure that we are providing good quality knowledge and skill progression and that work is completed to the same high standard expected of other subjects where written work is the outcome of the learning. Pupil interviews will be carried out at various points in the school year to allow the pupil view of what works well at Ancaster to be reflected in all monitoring processes.

Links with other policies

Curriculum Policy

Teaching and Learning Assessment Policy

Relationships, Sex and Health Education Policy

Anti-bullying policy

Behaviour Policy