



# Thaxted Primary School

# PSHE Policy

<b>Policy Date:</b> Autumn 2022	<b>Review Date:</b> Autumn 2025	<b>Responsible Person:</b> Headteacher <b>In Conjunction with:</b> Subject Leader for PSHE
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Thaxted Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the PSHE policy is linked to the Equality, SMSC and RSE policies.

## **1. Rationale**

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed.

## **2. Aims**

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol;
- understand what makes for good relationships with others;
- understand and manage their emotions;
- value themselves and respect others;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and the local community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- safeguard the environment;
- develop good relationships with other members of the school and the wider community.

## **3. Organisation**

PSHE at Thaxted Primary School is taught using the The Jigsaw PSHE Scheme which offers progression across the year groups. The six main units and their topics covering KS1 and KS2 are outlined below.

### **Being Me in My World**

This unit covers what it means to belong and to be part of a team. In the younger year groups it focusses on being part of the class and the school and how we can make the classroom a safe place. This moves onto children's rules, rights and responsibilities and the concept of democracy for the older children. It ensures children know who they can ask for help when required and encourages them to recognise self-worth and positive things about themselves.

## **Celebrating Difference**

Children look at what makes them all different and unique from each other and that being different is what makes them unique. They celebrate what makes them special. It moves on to look at how difference can lead to bullying, thoughts and emotions regarding this and where they can turn to for help. Older children look at how bullying can stem from power struggles and examine prejudice and discrimination.

## **Dreams and Goals**

This unit covers aspirations and dreams. The younger children learn about resilience and how keeping on trying can lead to your goals. This develops into recognising their strengths and a recognition of who they work well with and why. Children in KS2 look at jobs they may want to do in the future and learn what they might need to do to achieve their goals. There is also reflection on how people from different cultures may have different goals.

## **Healthy Me**

Children learn about being and keeping safe and healthy. It covers all aspects of health, including the food we eat, the exercise we take and how we take care of our hygiene. The children look at what makes them happy and what can cause stress including how they can relax. Dependant on age group, risk is examined ranging from road safety to drugs, alcohol and peer pressure.

## **Relationships**

The children examine how to build positive relationships and what makes a healthy relationship. The younger children look at families and learn how they can all be different. They talk about who are trusted adults who they can take their worries to. This unit covers e-safety and staying safe online whilst negotiating social media in particular.

## **Changing Me**

This unit is about coping positively with change. It teaches the children the correct terminology for parts of the body and covers growing up in an age appropriate way, from a baby growing into a child, up to puberty and how a baby is conceived and develops for the eldest children.

These cover the areas of core knowledge, understanding, language, skills and strategies, and are taught in accordance with pupils' readiness, their appropriateness across all Key Stages and build upon Early Years Foundation Stage Learning.

At Thaxted we teach PSHE through our school curriculum topics and as discrete sessions. We also develop PSHE through assemblies, visits, circle time, wall displays and whole-school events.

## 4. Teaching and Learning

Our whole school ethos of developing lifelong learning skills through our commitment to the 6 Rs – Resilience, Responsibility, Resourcefulness, Reasoning, Reflectivity and Respect - plays an important part in our approach to the teaching of PSHE and Citizenship. We use a range of teaching and learning styles; we place an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

When the children are engaged in learning about PSHE and Citizenship they will be involved in various types of activities such as 'draw and write', group and paired work, role play and drama.

We involve the children in a range of practical activities that promote active citizenship, e.g. charity fundraising, planning and helping with school events.

We encourage and involve the children in discussions to resolve conflicts or to set agreed classroom rules of behaviour.

The teaching strategy of Circle Time used mainly in EYFS and KS1 is important in the delivery of the social and moral elements of PSHE and Citizenship. It extends the role of the teacher to that of facilitator, enabling the children to learn about themselves and their interactions with others.

The School Parliament representatives meet regularly to discuss school matters. Class views are gained regularly so that the views of all children can be expressed and represented.

We offer children the opportunity to hear visiting speakers, such as health workers, police, firefighters, representatives from the local church etc. These visitors are invited into the school to talk about their role in creating a positive and well-supported local community.

We have a planned a range of experiences to support PSHE and Citizenship.

- Visits and visitors;
- Year 6 Residential;
- Play Leaders;
- Whole school events;
- Sport and team activities;
- Clubs;
- Focused whole day or week events;
- Assemblies;
- National charity events;
- Year 6 Crucial Crew, which is a county wide personal safety awareness training day.

## 5. Children with SEND

As far as is appropriate, pupils with special educational needs follow the same PSHE education programme as all other students. All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **6. Assessment and Record Keeping Procedures**

We continue to make use of the scheme we follow to inform our assessment process. Throughout the term opportunities for formative assessment are built into provision, in order to understand pupils' knowledge and understanding. This is essential to ensure new learning is relevant and progress can be assessed. We also believe that providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing, is a fundamental aspect of PSHE education. We are working on developing end of unit assessments to be completed by class teachers and shared with subject leaders at the end of each term.

## **7. The Role of Subject Leader**

The PSHE programme is led by the PSHE subject leader in cooperation with the Headteacher and the Senior Leadership Team (SLT). The PSHE subject leader and the SLT are responsible for monitoring and evaluating the PSHE curriculum as part of the whole school monitoring, including classroom observations, book scrutinies and discussions with children. The PSHE subject leader is there to also offer support and advice where needed and to audit the resources for this subject.

In addition, Healthy School audits are regularly updated and governor visits are part of a rolling program.

## **8. Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## **9. Links to other Policies and Guidance**

This policy should be read in conjunction with:

- PSHE Association Planning Toolkit
- Inclusion/SEND Policy
- Health for Life
- The National Curriculum
- Staff Handbook – 'What & How at Thaxted (WHAT)' book.
- RSE Policy