

## **PSHEE Policy**

**This policy applies to all pupils in the Infant and Junior School, including the EYFS.**

### **Purpose**

At SHS we aim to promote pupils' personal, social and emotional development, as well as their health and wellbeing by giving the children the knowledge and skills they need to lead confident, healthy and independent lives. The skills learnt will allow them to be able to develop and manage their feelings, build positive relationships and having mutual respect for others. At the same time aiming to help them understand how they are developing as citizens both personally and socially, and thinking about how to approach many of the moral, social and cultural issues that are part of growing up. PSHEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

### **Aims**

- To think and talk about issues relating to concepts they encounter in their own lives, the lives of others, and as depicted in the media and in literature
- To develop the children's skills in formulating, expressing and justifying their opinions
- To develop their skills in taking turns in a conversation, and in listening to and finding out more about the opinions of others
- To ensure that the children have a good awareness of keeping themselves safe online

PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic well-being and aspects of careers education). This also runs alongside the Growth Mindset that is encouraged in all the children.

### **Teaching & Learning**

Delivery of PSHEE at all phases may be through circle time, planning a talk or demonstration, designing a display or website, producing resources for younger pupils, demonstrating skills through role-play or simulation, writing letters to local councillors or MPs, writing articles for school or local newspapers, making a recording – either visual or sound of an event, participating in a class or school council meeting, recording an interview with community members, planning a visit or arranging for a visiting speaker. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. In KS1 PSHEE is not taught as a discrete lesson but embedded within the curriculum.

### **Curriculum**

The curriculum has been written to ensure that we are meeting the requirements of the EYFS, National Curriculum guidance, which includes a non-statutory framework for PSHEE and Citizenship at KS1 and KS2 and the Sheffield E-Safety Curriculum KS1 and 2 Integrated PSHEE and Computing Programmes of Study. The PSHE programme also contributes to the school's promotion of fundamental British Values. This is achieved through the implicit and explicit teaching and learning within year groups as well as through enrichment days, speakers and assemblies - British Values Grid (Sept 2017). PSHE makes links largely with Science, English, RE and Humanities as well as other aspects of the school life such as assemblies and the School Council. Records, both formal and informal are discussed between teachers in order to ease

transition between each year group. The Curriculum leader is responsible for ensuring that there is progression throughout the Infant and Junior School.

### **Differentiation and special needs**

All children have equal access to the PSHEE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children. Work will be planned according to the needs and abilities of the pupils, challenging individual children to achieve their full potential in this subject.

### **Assessment**

Assessment is an integral part of effective teaching and learning in all subjects including PSHEE education. It allows progress to be recognised and celebrated and it informs the next steps and priorities. Two broad areas for assessment:

- a) Children's knowledge and understanding
- b) How well children can use their knowledge and understanding in developing skills and attitudes.

It should not be a judgement on the worth, personality or value of an individual child or their family. Attention should be given to the non-statutory end of key stage statements describing what most pupils are expected to know by the end of each key stage.

### **ICT**

ICT is used as a tool for learning throughout the school. In PSHEE children are given the opportunity to use ICT to support, extend, and promote aspects of PSHEE, for example, by designing a display or websites or by producing resources for younger pupils. Upper KS2 are using chrome books and iPads to create passports to keep a record of aspects of their school lives that reinforce their PSHE learning. We also incorporate e-safety into the PSHEE curriculum.