



Queen Eleanor's C of E Junior School
Personal, Social, Health, Economic
Education Policy



		Owner
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1. Purpose of the Policy

At Queen Eleanor's Junior School (QE), we are committed to providing 'a caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life.'

This policy outlines the way in which Physical, Social, Health and Economic Education (PSHE) is taught across the year groups within Key Stage Two, the principles that underpin it and its links to the whole school ethos. The policy follows explicit up-to-date guidance¹ from the Department of Education (DfE) to ensure we adhere to all legal requirements. The policy also follows guidance from the Guildford Diocese²³ as QE is a Church of England school operating within the Guildford Diocese.

2. What is PSHE Education?

"PSHE is a planned programme of learning which offers opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps 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 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." – From the National PSHE CPD Programme (2015).

3. PSHE and RSE

RSE stands for Relationship and Sex Education, which is a subsection of the PSHE learning programme. We have a separate RSE policy available on the website which goes into more detail of this part of PSHE learning, however this policy covers the entire PSHE learning programme.

¹ This guidance can be found at <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

² Guidance on RSE: <https://www.cofguildford.org.uk/education/christian-distinctiveness/statement-on-rse>

³ <https://www.cofguildford.org.uk/education/christian-distinctiveness/religious-education/religious-education-guidelines/ks2-guidelines>

4. The 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 diversity and differences in order to form fulfilling relationships which are an essential part of life and learning.

5. Learning Outcomes for PSHE

By the end of Key Stage 2, pupils will be taught strategies to:

- Recognise what they are good at;
- Set themselves goals;
- Identify strategies to cope with change and transition;
- Recognise and respond to feelings in others;
- Solve disputes and conflicts amongst peers;
- Talk about different types of relationship (e.g. friendship, parent-child, teacher-pupil etc.);
- Recognise and respond to bullying;
- Listen and respond effectively to people;
- Challenge stereotypes (e.g. football is for boys);
- Discuss and debate health and wellbeing issues.

By the end of Key Stage 2, pupils will know and understand:

- What makes a balanced diet;
- What makes a balanced lifestyle;
- What positively and negatively affects health;

- Risks and effects of drugs;
- Changes during puberty (statutory);
- Human reproduction (non-statutory, year 6 only);
- How to keep safe in their local area;
- Strategies for managing personal safety;
- Rights to protect their body;
- What a healthy relationship looks like;
- That actions have consequences;
- Human rights and the rights of a child;
- Different civic rights, responsibilities and duties;
- Sustainability of the environment across the world;
- Managing money and the terms "tax", "interest", "loan", "saving" and "budgeting";
- The importance of finance in people's lives.

6. PSHE within the school setting

PSHE is embedded in everything we do as a school and we focus on encouraging sound mental health and wellbeing. Some aspects of PSHE come through very clearly in our school's values: compassion, forgiveness, truthfulness and courage. Themes related to these values often feature in adult-led assemblies and information evenings with parents.

Our residential experiences make an important contribution to the pupils' personal, social and emotional development. Finally, PSHE as a stand-alone subject also helps to embed the school aims, values, SMSC (spiritual, moral, social and cultural development) and safeguarding principles.

7. The content and organisation of Queen Eleanor's PSHE curriculum

At Queen Eleanor's, we have organised the PSHE curriculum into the following topics:

- Healthy lifestyles
- Growing and changing
- Keeping safe
- Feelings and emotions
- Healthy relationships
- Valuing difference
- Rights and responsibilities
- Environment and money

Even though the PSHE programme is divided into these categories, themes often cross over. For example, 'keeping safe' features in most of the categories e.g. personal safety online, financial safety, safety linked to medicines and drugs, good hygiene practices etc. This reflects the way in which knowledge, understanding and skills will be used and transferred in many aspects of life now and in the future.

The PSHE curriculum is organised as a spiral curriculum⁴ – this ensures that topics are delivered in an age appropriate way and that knowledge, understanding and skills continuously develop throughout the pupils' time at Queen Eleanor's. 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 where they can safely seek help.

It is worth noting that PSHE 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 pupils' lives. PSHE education is timetabled and discreetly taught on a weekly basis in each class by the class teacher.

8. Teaching and learning methods

We use a variety of teaching and learning methodologies and strategies which take into account pupils' age, development, understanding and needs to deliver PSHE. Pupils work in a safe, secure climate underpinned by our ethos and school values, in order to be able to explore their own and others' attitudes and values. Teachers and staff are sensitive to pupil and family backgrounds and give consideration to these when planning 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 basis. Professional judgement will be applied as well as adherence to safeguarding procedures.

We believe effective PSHE lessons involves a high level of interaction where each pupil has planned opportunities for learning using a number of approaches:

- The effective use of PSHE ground rules (respect, openness, confidentiality and kindness)
- The development of a trusting relationship between the teacher and the pupils
- Collaborative work
- Opportunities for reflection

⁴ A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.

- Challenge within a safe environment
- Respect for others' contributions
- Negotiation
- Building on current experience

9. The use of external visitors

For some year groups, we occasionally invite visitors with specialist knowledge or expertise to enhance the PSHE provision (e.g. to talk about road safety, healthy eating etc). The class teacher will be present during these sessions, taking on a given role, supporting classroom management or as an observer. The delivery of the PSHE curriculum, safeguarding and ensuring that PSHE ground rules are in place remain the responsibility of the teacher.

10. Monitoring and Evaluation

The PSHE lead monitors the delivery of PSHE through observation, planning scrutiny, work sampling, learning walks and discussions with teaching staff and pupils to ensure consistent and coherent provision.

11. 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 it motivates pupils.

Assessment in PSHE allows pupils to be clear about strengths and areas for development in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved. Teachers will use formative assessment throughout the topics and general pupil observations to assess which skills need developing further.

12. Questions or comments

Questions or comments about QE's provision of the PSHE curriculum should follow the standard QE procedures, which can be found on the website.