

Woodbridge Junior School



PSHCE Policy

Curriculum Intent:

Whilst Personal, Social, Health and Economic (PSHE) is a non-statutory subject, PSHCE education is an important and necessary part of all pupils' education. At Woodbridge we teach PSHE, drawing on good practice and allowing staff flexibility to deliver high-quality PSHE.

We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. As well as these areas of study, we look at the wider concerns of the child's safety (safe-guarding) and well-being, including developing their life skills their mental health. We will strive to ensure our work results in a clear understanding about the full set of knowledge and life skills that Relationships Education, RSE and PSHE should provide for young people to support them to be safe, healthy, happy and successful.

At Woodbridge Junior School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Woodbridge Junior School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Related Legislation:

- National curriculum in England: primary curriculum, 2014.
- Children and Social Work Act, 2017.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance, 2019.

Aims and Objectives

At Woodbridge Junior School, we recognise the vital and well established link between a child's emotional well-being and their capacity for effective learning, therefore our PSHCE is planned to help develop the knowledge, understanding and skills they need to manage their lives, now and in the future. The aims of PSHE are to enable the children to become healthy, independent, responsible members of society by developing skills and knowledge in the following areas:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues, including the dangers of drugs, cigarettes and alcohol misuse.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- To develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Be independent and responsible members of the school community.
- To have an awareness of employment and make real choices about money.

- Be positive and active members of a democratic society by learning how society is organised and governed and experiencing the process of democracy in school through the school council.
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.
- To understand about mental health and develop skills to ensure their own mental well-being.
- Develop good relationships with other members of the school and wider community.

Over-arching concepts:

There are 12 over-arching concepts explored throughout the Key-stage curriculum, each area will be covered once in lower school, and once in upper school:

1. Drug Education - including how to manage risk and peer influences
2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the Sex Education element
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes
9. Being Responsible - including looking after the environment
10. Being Safe - particularly featuring cyber, gaming and CSE
11. Relationships - including what is a healthy relationship
12. Money Matters – including enterprise

These are summarised and taught in three 'Core Themes':

- Health and wellbeing
- Relationships
- Living in the Wider World

Teaching and learning:

We use a range of teaching and learning styles, based on age appropriate planning adapted (where necessary) from the ***PSHE Matters: A PSHE Curriculum for Primary Schools*** (a Derbyshire County Council Scheme of Work) including activities such as discussions, role play, games, investigations and problem-solving activities. Throughout the Key Stage, learners gradually build on the skills, attitudes and values, plus the knowledge and understanding they have started to acquire and develop.

We provide a safe, secure and supportive learning environment where children's questions and concerns can be addressed sensitively. Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of

mediums including books and ICT, this encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or the prom, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour. Children have opportunities to meet and work with members of the community and they themselves take part in different roles of responsibility during their school life.

At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.

Opportunities will be found within other curriculum areas, eg. links with drama and role play, debate and discussion in Literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in Assemblies, including the promotion of Citizenship.

We are mindful of the needs of our learners and the issues that they may face in their everyday lives. Our curriculum is approached with flexibility to meet their on-going needs both before and as they arise.

Inclusion and Equal Opportunities:

At Woodbridge Junior School, we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, whatever their ability.

When pupils are working above or below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to each child's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, along with targeted pupils, may have specific PSHE related targets where a priority is appropriate.

Assessment and recording:

At the beginning of every unit of work the children take a pre-assessment test that guides planning and then at the end of the unit they retake this test again to check progress. We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each unit of work. On completion of a piece of work, the teacher marks the work and comments

as necessary, in line with the marking policy. Children benefit from good quality feedback, either verbal or written in the form of marking in their books.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil against the outcomes of the unit, based observation of the child and their work and their post unit assessment. We use this as a basis for assessing the achievements of the child at the end of the year. We talk to pupils regularly to find out what they are learning and how they respond to PSHE.

Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour, against the Woodbridge values of Aspiration, Confidence, Respect, Resilience, Creativity, Responsibility and Pride.

Assessment in PSHE is active and participatory and helps children to recognise the progress they are making in developing skills and taking part, as well as their knowledge and understanding. Within the PSHE Matter scheme of work each module has questions for reflection which helps pupils to learn how to reflect on their experiences, ask questions and if appropriate set personal targets.

Roles and responsibilities

i) The Governing body:

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation.

The governing board has delegated the approval of this policy to Kate Allcock.

ii) The Head Teacher:

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

iii) Staff:

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The PSHE coordinator is Marina Cresswell.

iv) Pupils:

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Resources:

Staff use the Derbyshire PSHCE Matters scheme of work to plan PSHE and Citizenship lessons, the scheme was written and recommended by Derbyshire County Council. The school has a range of books and resources dealing with aspects of PSHE including bereavement, healthy food and making the correct choices. We have close links with the Derbyshire Positive Play Group and the Derbyshire NHS Health team; we are able to source specific resources from these groups if needed. Lessons are supplemented, where necessary, with appropriate resources beyond this scheme.

Monitoring and review:

The PSHCE Co-ordinator (Marina Cresswell-Dobb) is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHCE, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for PSHCE. At Woodbridge we strive to be flexible with the curriculum and address certain topics or issues as they arise so the curriculum plan is reviewed regularly.

Policy Review:

This policy will be reviewed by Marina Cresswell-Dobb (PSCHE Co-ordinator) annually. At every review, the policy will be approved by the governing body and the head teacher, and will be shared with all school staff.

Reviewed: November 2024

Reviewed by Governors:

Signed:

Date:

Next review date: November 2026