Policy title: PSHE (Personal, Social, Health and Economic)	Policy Status: AGREED	Policy Number: POL_046
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1 PURPOSE

This policy describes Whitfield Aspen School's approach to PSHE in line with The DfEE Personal, social, health and economic (PSHE) Education Policy, updated 13 September 2021.

2 SCOPE

This policy applies to staff, governors and parents at Whitfield Aspen School.

3 DEFINITION

It is lifelong learning about physical, moral and emotional development and the understanding of the importance of family life, stable and loving relationships, respect, love and care. Also learning their responsibilities of living in the wider world.

4 STATEMENT OF INTENT

Whitfield Aspen School is strongly committed to ensuring every young person is supported through their physical, emotional and moral development.

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. There is a non-statutory framework for Personal, Social, Health and Economic (PSHE) for Key Stages 1 and 2 which:

- promotes the spiritual, moral, cultural, mental and physical development of all children
- prepares children at the school for the opportunities, responsibilities and experiences of adult life.

5 POLICY

5.1 Aims and Objectives

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 society.

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 and internet safety.
- 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 an inclusive 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

5.2 **Teaching and Learning Style and Learning Opportunities**

At Whitfield Aspen School a range of teaching and learning styles is adopted. We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising, the planning of special events such as class assemblies or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised to enable participation in discussions to resolve conflicts and have class rules set and agreed by the children. Children are offered support and guidance if there is a situation which requires adult intervention. We offer our children the opportunity to hear visiting speakers, such as the police, fire brigade and the local vicar, whom we invite into school to talk about the church's role in creating a positive and supportive local community. Children receive a breadth of experiences through our significant days program.

5.3 **PSHE Curriculum Planning**

We have a new scheme of work from Kapow which incorporates all features of the PSHE and RSE curriculums. The core themes of teaching are: **Health and Wellbeing, Families and Relationships, Safety and the changing body, Citizenship, Economic Wellbeing, Transition and finally Identity.**

5.4 **Inclusion**

We teach PSHE to all children, regardless of their ability or age. Our teachers provide learning opportunities matched to the individual needs of children. Sensitivity will be applied in respect of children's individual needs.

5.5 **Assessment and Recording**

Teachers assess work in PSHE by making informal judgements as they observe children during lessons and through class discussions out of directed PSHE teaching. At present there is no formal assessment of PSHE, however, subject leaders have developed a holistic assessment grid which is completed x3 a year and is passed on to the next teacher.

5.6 **Monitoring and Review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject lead will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

This policy was originally approved by Governors on 7th July 2020 and will be reviewed annually, unless required sooner.

Last review: October 2026
Next review: October 2027

This policy should be read and implemented in conjunction with the school's commitment to equality, diversity, and inclusion. All procedures and practices outlined within this policy are underpinned by our duty to promote fairness, eliminate discrimination, and ensure that all individuals are treated with dignity and respect.

We have made the following considerations as to how this draft policy complies with the Equality Act 2010:
[Reviewer to note how terms of the policy would not directly or indirectly discriminate against those with protected characteristics, allowing for reasonable adjustments, and promoting the school's responsibilities under the Public Sector Equality Duty]

Pathway 2 – PSHE/RSE/RE Overview

Planning

The Pathway 2 'Characteristics of Effective Learning' focus on the development of the child's attitudes and dispositions; and are embedded within the whole curriculum.

PSHE/RSE and RE is taught in a holistic way and again, is throughout the whole curriculum, however, the S,E & M H section of Pathway 2 has the main focus. It is often not taught within a discrete lesson but is embedded within everything that the child experiences, within the whole school environment and learning off-site.

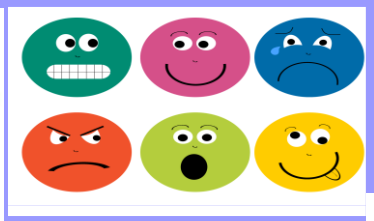
PSHE/RSE/RE can also be covered within the child's EHCP outcomes and targets within the S,E & M H section.

Assessment

Within Pathway 2, PSHE/RSE/RE is assessed through getting to know the child and observing what they can do. The child's progress is tracked using the Stepping Stones (1-6) and discussed during pupil progress meetings.

Outcomes and smaller step targets (from the child's EHCP and on the child's Provision Plans) are then created based on the assessments that are informed from the observations made.







Areas of SE&MH

Building Relationships

Making connections with others, forming positive relationships and friendships. Having a sense of belonging.

Managing Self

Developing a sense of self, becoming self- assured and confident; showing a sense of security.
Developing resilience, perseverance and valuing self as an individual. Have a growing sense of what is right and wrong.
Keeping safe

Self-Regulation

Express, recognise, explore and talk about emotions.
Show preferences. Develop independence. Begin to identify sensory needs. Co and self-regulate.

Stepping Stones

1
2
3
4
5
6

There are 6 'Stepping Stones' that the children can achieve within each of the 3 areas of SEMH.

Appropriate targets are chosen from these Stepping Stones.





The Role of the Environment

- The indoor and outdoor environment, whole school and wider community is seen as the learning environment.
- The learning environments should encourage independence, active learning and interaction.
- Learning environments need to be kept organised and tidy. Resources should be well labelled and easily accessible to the children, as appropriate.
- The teacher needs to plan for resources that support the focus of learning in relation to children's individual outcomes.
- Opportunities for children to practise what they have learnt should be provided for in the environment.
- The children's interests should be taken into account when planning resources, based on observations.
- Each environment needs to be adapted to suit the needs of the children and to encourage independence and functional life skills.
- Make the environment a beautiful, comfortable, homely and safe place.

The Role of the Adult

- To form close relationships with the children, making them feel valued and respected.
- To inspire.
- To nurture.
- To be sensitive and to respond to the children's needs and interests.
- To work in partnership with children, allowing them to take control of their own learning where possible.
- To observe, assess and plan for learning.
- To plan for an effective learning environment.
- To be a positive role model in all areas of the curriculum, showing effective characteristics of learning.
- To scaffold learning.

Characteristics of Effective Learning To be applied throughout the whole curriculum

Playing and Exploring The children will…

investigate

- experience things-
- 'have a go'

Active Learning The children will…

- concentrate
- keep on trying if they encounter difficulties
- enjoy achieving

Creating and Thinking Critically The children will…

- develop their own ideas
- make links between ideas
- develop strategies for doing things

Prime Areas of Learning

Prime areas are fundamental to a child's development and support progress in all other areas of the curriculum.

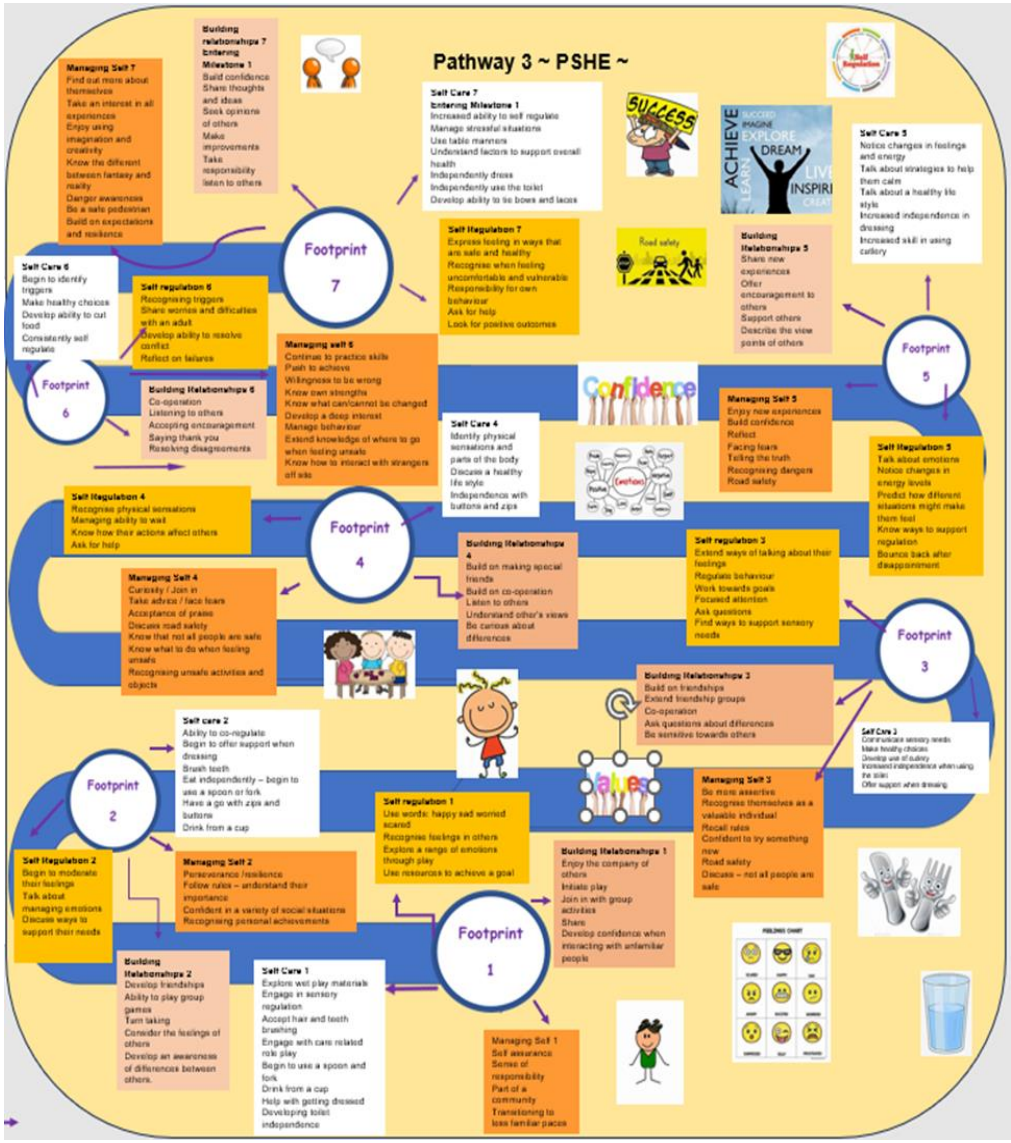
- Social, Emotional and Mental Health
- Communication and Interaction

Cognition & Learning

The Cognition and Learning areas grow out of the prime areas and include essential skills and knowledge.

- Literacy
- Mathematics
- Understand the World
- Expressive Arts and Design

Wherever possible, learning opportunities should be based on real life and meaningful experiences, providing a purposeful context for the child and the development of their life skills.





PSHE & RSE Curriculum Overview 2023-2024



Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging ste-

Considering what makes us who we are whilst learning about body image.

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts



Family & Relationships

Identity (Year 6)

Health & Well Being

Pathway 4 PSHE & RSE

Economic Wellbeing

Safety & the Changing Body

Citizenship



Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during pu-





At Whitfield Aspen School we follow the Kapow Primary's RSE and PSHE scheme of work . This is designed as a spiral curriculum with the following key principles in mind:

Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.

Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.

Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Pathway 4 progression of Skills

https://www.kapowprimary.com/featured_documents/rse-pshe-progression-of-skills/



The Intent of our PSHE curriculum is to enable our children to.....

- Value different family structures
- Create and maintaining positive friendships
- Develop safe and respectful relationships
- Understand the changes that take place during puberty
- Promote good health and carrying out first aid
- Learn to make independent choices and not be influenced by others
- Operate safely in a digital world

www.kapowprimary.com/featured_documents/rse-and-pshe-three-is-intent-implementation-and-impact/

Pathway 4 Key Knowledge, Vocabulary and Concepts

Please refer to your year group specific knowledge organisers to support the teaching pf PSHE and RSE in your classroom. For example Year 1—Citizenship.

Year 1 - Citizenship

Care	Looking after someone or something.
Democracy	A system of government where everyone can vote for who they want to represent them.
Different	Something that is not the same as something else.
Fair	Treating everyone equally.
Pet	An animal that we look after and care for in our homes.
Responsibility	Being in charge of our own actions.
Rule	Something that tells us what is allowed or not allowed.
Similar	Something that is nearly the same as another thing.
Unique	Something original and unlike anything else.
Vote	A choice for a person or thing.

Key facts

Kapow Primary

Rules in school help to keep us safe and to learn



We are all unique but we have some things which are similar to other people





Babies and younger children have different needs. We can help to look after them

Different pets need different things. If we have a pet we have a responsibility to look after them





Voting for something is a fair way for a group of people to make a decision

