



Aim High

Never Give Up

Follow Your Dream

Lead By Example

## PSHE POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
<b>Policy Statement</b>	
What is the policy for?	This policy outlines how PSHE is delivered at Norwood Primary School
Who has devised and contributed to this policy?	The PSHE leader in collaboration with the staff of Norwood Primary School
How will this policy be communicated?	School website and 365
How will this policy be monitored?	By the PSHE leader and SLT
Which other policies are linked to this policy?	Safeguarding and curriculum policies

## Contents

1. Aims.....	1
2. Statutory requirements .....	1
3. Content and delivery.....	1
4. Roles and responsibilities.....	2
5. Monitoring arrangements.....	3

---

### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Enable children to:-

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school 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
- Develop good relationships with other members of the school and the wider community

### Knowledge and Understanding

1. Developing confidence and responsibility and making the most of their abilities
2. Preparing to play an active role as citizens
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people.
5. Social and moral responsibility
6. Community involvement
7. Political literacy

Personal, Social and Health Education and Citizenship (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. PSHE covers a range of subjects that are vital to the health and well-being of children, the involvement and support of parent/carers is key.

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

### 3. Content and delivery

### 3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

To deliver PSHE Norwood school have bought into a teaching resource named 'Kapow'. 'Kapow' is the scheme of work we will be using to teach both RSE and PSHE, it is an adaptable scheme of work ensuring progression of skills and builds teachers subject knowledge.

<https://www.kapowprimary.com/subjects/relationships-and-sex-education/>

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. You can find our RSE policy on the school website. You are able to request a copy of this by contacting the school office.

We have developed the curriculum in consultation with parents/carers, pupils and staff; taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We will also continue to teach aspects of PSHE through our PiXL project 'A Mind to be Kind' (see below).

### 3.2 How we teach it

- PSHE taught weekly across the curriculum. At Norwood, we adapt and edit our programme of study to meet both the universal needs and the unique needs of our pupils. PSHE is delivered implicitly as well as explicitly, through many areas of school life. Assemblies, circle-time, buddy or mentoring schemes and campaigns like Anti-Bullying week all teach children the principles of PSHE.
- Class teachers are responsible for teaching PSHE in their specific year groups, ensuring the frameworks are used to plan and deliver their lessons. Lessons are accessible for all children, regardless of ability, special educational needs and/or disability.
- We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers will be supported, enabling them to raise concerns, with the delivery of PSHE ensuring they do not let their personal beliefs and attitudes influence their teaching.
- We teach aspects of PSHE through a PiXL project called 'A Mind to be Kind' to develop a culture where kindness, without an expectation of reward, becomes a way of life for staff as well as children. Rather than focusing on performing acts of kindness for a reward, we are aiming to shift the focus to how it **feels**. By doing so, it is hoped that giving and receiving kindness becomes the norm and the school will be a happy, calm and a productive place for everyone. Throughout the project, kindness is explored through three main themes: Acts of kindness (Autumn term), living without harming others (Spring term) and respect (Summer Term).
- Progress is reported by class teachers online and this is fed back to parents/carers in the end of year school reports. If areas within the curriculum are raised during the school year then this will be discussed with parents/carers and there will be a class/school focus if and when necessary.

## 4. Roles and responsibilities

### 4.1 The governing board

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

### 4.2 The headteacher

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

### **4.3 Staff**

#### **Staff Leader**

The subject leader is responsible for leading and managing their subject. They will ensure that they create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with Governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to Governors is given once a year.

The staff leader will offer support, guidance and arrange training when needed to ensure staff are confident in teaching the subject across school.

Resources to support teaching, learning and assessment are in place and the staff leader will manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Staff are responsible for:

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

### **4.4 Pupils**

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

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the Subject Leader through; planning scrutiny's and learning walks.