

UPPERWOOD ACADEMY PSHE POLICY

SEPTEMBER 2020



Links with SRE policy

Introduction

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. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Why is PSHE education provision important to our school?

At Upperwood PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
 - *Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*

Maintained schools also have statutory duties to:

- Promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

PSHE education cannot and should not exist in isolation; it must be part of a whole school approach. The relationship between PSHE education provision and school ethos is hugely important. An effective school ethos requires:

- effective relationships between all members of the school community
- pupils to play an active part in decision making
- school policies to be compatible with what is taught in PSHE education

Aims

To use the school curriculum to promote children's spiritual, moral, social and cultural development and prepare them for opportunities, responsibilities and experiences of life.

To help children develop the ability and skills to make informed, healthy and responsible decisions in their lives.

To provide children with the opportunity to play a positive part in their school, neighbourhood and community.

To promote children's confidence and self-esteem.

To develop and maintain healthy relationships with friends and family.

There are four main parts of the framework for PSHE and citizenship.

Developing confidence and responsibility and making the most of their responsibilities.

Preparing to play an active role as citizens

Developing a healthy, safer lifestyle.

Developing good relationships and respecting the differences between people.

Teaching

Teaching is usually taught by a specialist teacher.

Knowledge Organisers

Knowledge organiser contains key facts and information that the children need to have a basic knowledge and understanding of a topic .

Key stage one

Children learn basic skills and rules for keeping themselves healthy and safe. They learn skills for developing and forming healthy and respectful relationships and how to work with others. To have an understanding that other families may look different to their own family, but they should be respected. They are given opportunities to show they can take some responsibility for themselves and manage their behaviour.

As a member of class they learn skills on how to share, take turns resolve simple arguments and resist bullying. They learn to become aware of others needs, views and rights.

We promote the needs and interests of all pupils, irrespective of gender, culture or ability

Key stage two

In key stage two children learn about themselves as growing individuals and members of the community. The importance of respectful relationships, including on-line and respecting families. They further develop their sense of social and moral responsibility and begin to understand the effects of their own choices and behaviour. Support with transition.

They are taught to make more confident and informed choices related to their health. They learn to become more independent and able to take more responsibility, individually and collectively for their own learning. They also learn how to resist bullying.

Pupils develop, knowledge, skills, understanding qualities and attitudes they need to foster their own lives
SEN

There are opportunities for children with learning difficulties and disability to engage fully in our PSHE curriculum.

Long term plan

Citizenship
Global Dimensions.
Social Justice.
SMSC,
E-Safety
Gender
Equality
SRE-Statutory from September 2020
Mental wellbeing
Transition and managing change

Me and my relationships, feelings and respectful friendships including- LGBTQ
Families

Healthy lifestyles
Mental wellbeing

Keeping myself safe/medicines/E safety

Feelings of loss and separation

Bullying/drugs
Managing money
Transition

Short term plans

This is completed weekly with a short description of the activity from the strand of the framework.

Whole school approach

- British Values
- School rules
- School council
- Assemblies
- SRE policy
- Global Dimensions

Resources

New guidelines from the PSHE Association scheme of work.

Outside agencies

ICT to stimulate and raise awareness of E safety

Word processing in a variety of ways is used to produce posters, reports and letters.

Opportunities for role play.

Debate and discuss

Global Dimensions.

Talking partners.

Group discussion and debate.

Community activities

Visits by the school nurse

Visits by other professional, fire and police

Visit to Barnsley College.

Houses of Parliament, year 6

Police

Health week

Parental involvement.

Monitoring and evaluation

P.S.H.E is monitored each term through baseline assessments at the beginning of each topic. Opportunities for AFL, self-assessment's and evaluations; quizzes. Examples of children's work and photographs are kept as records.

Equal opportunities and special needs

At Upperwood Academy school we believe in equal opportunities for all children regardless of their race, gender or ability and aim to provide experiences for all our children.

Informal Assessments. Children are assessed formatively against statements from PSHE scheme of work.

Informal assessments are carried out through a baseline activity, circle time and class discussion.