

Introduction

PSHE is concerned with the total well being of an individual and their ability to interact with other people in the environment in which they live and the wider world. Hayeswood School is a caring community in which all children are valued and encouraged to achieve their full potential within a happy, secure and stimulating environment. Central to this is the promotion of PSHE in which children learn appropriate skills and knowledge as well as exploring feelings and the concept of mindfulness which are vital if they are to live as responsible citizens.

This policy outlines the purpose, nature and management of PSHE teaching and learning at Hayeswood First School. It was formulated after discussion with the teaching staff; its implementation is the responsibility of all staff.

Aims

In addition to the school aims, in PSHE we aim to:

- * Promote a strong sense of self-worth among all members of the school community.
- * Equip children with the skills and attitudes necessary to successfully engage in learning.
- * Help children recognise their unique talents and abilities and celebrate their efforts and personal achievements.
- * Develop the children's sense of responsibility in all aspects of school life.
- * Prepare children to play an active role as citizens.
- * Help children to develop a healthy, safe lifestyle.
- * Support the children in developing good relationships with others, both adults and children.
- * Promote a sense of tolerance and understanding.
- * Give the children techniques to help them regulate emotion and build emotional resilience.

Approach

We, at Hayeswood, offer a whole school approach to the teaching of PSHE where these life skills are taught discretely as well as through other curriculum areas and through all aspects of school life, e.g. assemblies, School Council, clubs, Study Buddies etc. Broadly, our approach is practical and discussion based (see Guidelines for details).

PSHE is taught on a weekly basis in both KS-1 and KS-2. All year groups follow the Jigsaw approach and each year group has a planning folder. The themes are also covered in our whole school assemblies.

The children also receive 30 minutes Golden Time weekly as a reward for good behaviour throughout the week.

At appropriate times throughout the year the children benefit from a range of identified visiting speakers and activities to support their learning in PSHE.

We encourage involvement with the local community and support a range of appropriate charities.

Wherever possible the PSHE theme is linked to other curriculum areas and this is identified in the medium term planning for relevant subjects.

Content

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It also has clear links to the Rights Respecting agenda. Teaching strategies are varied and mindful of preferred learning styles. Jigsaw is a whole school approach, with all year groups working on the same theme (a half termly Puzzle) at the same time. This enables each Puzzle to start with an introductory whole school assembly, generating a whole school focus for adults and children alike. Mindfulness is developed through 'Calm me' time in each lesson. This consists of breathing techniques, awareness exercises and visualisations, all delivered through enjoyable activities.

Resources

We have a range of book resources which are stored in Badger Base quiet room and maintained by the PSHE co-ordinator. In addition, SEAL resources including photographs, posters, puppets and lesson plans are stored in the SEAL suite/Foxes. Additional posters, interactive activities and SEAL booklets are also saved on the computer network in: Staff Resources- SEAL Resources. Other relevant topic / subject based resources are used as appropriate.

Health and Safety

Children are taught how to use all types of equipment with due regard for their own and others' health and safety. Teachers will ensure that all activities are closely supervised and that the children are made aware of the dangers.

Assessment

We make ongoing informal assessments based on observations of the children both in lessons and within the wider life of the school. Each Puzzle has a built in assessment task which gives a formal opportunity for teacher assessment and discussion with the children. Each year group has an overview skills assessment sheet, which is filled in at the end of each Puzzle to track progress. A summative assessment statement is written for each child on their annual school report.

SEN and Equal Opportunities

All children irrespective of gender, race, religion, disability or SEN have equal access to our PSHE programme. Where appropriate, activities are differentiated to meet children's individual needs.

The role of the Subject Co-ordinator

The subject co-ordinator for PSHE:

- Oversees the planning and monitoring of PSHE in the school
- Is responsible for co-ordinating the writing of a policy in conjunction with other teachers
- Reviews planning and activities so that relevant modifications can be made.
- Monitors the implementation of the Scheme of Work and standards in this subject
- Maintains an action plan and liaises with the Headteacher with regard to the School Development Plan
- Is responsible for updating staff about new developments in PSHE
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment.

Reviewed:	November 2019
Approved by the Academy Committee	
Next Review:	November 2021