



Personal, Social, Health Education Policy



Adopted by Governors: Summer 2023

To be reviewed: Summer 2025

Rationale and Intent

At Dohill Primary School we recognise the importance of PSHE and encouraging our pupils to become healthy, responsible, sociable citizens. Wellbeing, including emotional health, is one of our curriculum drivers at Dohill and our approach to teaching PSHE holds this at the fore.

Our principle aims, following the National Curriculum in England for PSHE are:

- For all children to learn the skills required to build positive and respectful relationships, focusing on family and friendship, in all contexts including online.
- For all children to learn how to be safe and healthy and how to manage their personal, social, academic and moral lives in a positive way.
- For all children to understand the importance of wellbeing and develop resilience and independence to ensure they become happy, successful and positive members of society.
- For all children to know facts about puberty including physical and emotional changes.

The core of our PSHE curriculum is the National Curriculum for England (Relationships Education and Physical Health and Mental Wellbeing), which is resourced mostly through Jigsaw - The Mindful Approach to PSHE.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious PSHE curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning

We deliver our PSHE curriculum using Jigsaw as our main resource. We have carefully ensured that all the National Curriculum Objectives are covered and have tailored the unit plans to meet the needs of our pupils. There are six half-

termly themes within Jigsaw: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Foundation Stage

The EYFS curriculum includes rich opportunities for children to work and play cooperatively and take turns; show confidence in new situations; form positive attachments to adults and have friendships with peers; express their feelings and consider the feelings of others and to know right from wrong and to try to behave accordingly. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their PSHE understanding both inside and outside.

Key Stage 1 and 2

In Key Stages 1 and 2 we follow the same Jigsaw scheme as EYFS to ensure a whole school focus on each of the individual six themes.

In addition, in Upper Key Stage 2, we also begin to introduce awareness of Child Sexual Exploitation and Child Criminal Exploitation through the Jigsaw themes.

(The PSHE curriculum is further explored in weekly key stage assemblies. Curriculum Documents for Personal, Social, Health Education can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- PSHE Curriculum Statement
- PSHE Curriculum Overview
- PSHE Progression Document EYFS/KS1
- PSHE Progression Document Lower KS2
- PSHE Progression Document Upper KS2
- PSHE Coverage Document

Planning

Every year group has a yearly curriculum map that outlines the key areas of PSHE which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons which over time provides the children with opportunities to understand how to build healthy, respectful relationships, including those online. Teaching pupils about mental wellbeing gives them skills required to take care of themselves and access help if problems occur. Learning

about the physical and emotional changes equips them to approach puberty in a positive way. Within this document, key objectives and vocabulary are outlined, key questions are provided and lesson content outline. Progression documents are used to support the medium-term plans.

Detailed and well-resourced lessons for weekly lessons are accessed through Jigsaw.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

PSHE assessment tasks are used weekly -recall starters link back to the previous lesson and strengthen memory and a key question is used at the end of the session to attain the children's understanding within the lesson.

Recording

Work is recorded in a floor book which is compiled both within the lesson itself, to capture pupil voice and lesson understanding, and then added to afterwards. These floor books contain a clear learning objective, photos from within the lesson, children's work, assessment and any other information the teacher feels reflects the content and outcome of the learning.

Resources

The resources for the lessons are found on the Jigsaw online learning platform. These include slideshows to accompany the lesson, photos and scenarios to discuss and activities for the children to complete. We also have a range of storybooks to support specific topics- bereavement, managing feelings and these can be used in addition to the resources provided if required.

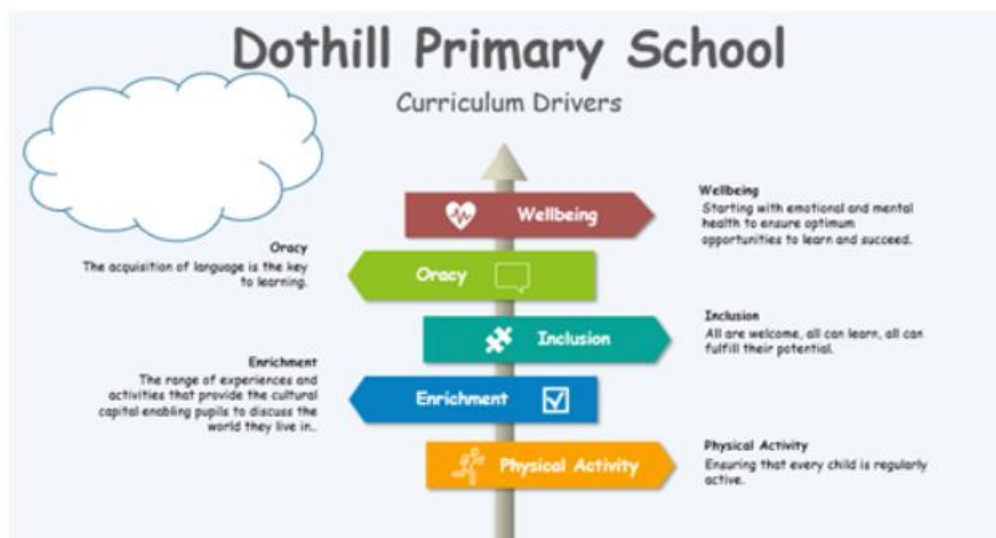
Role of the Subject Leader

The role of the PSHE subject leader is to:

- Audit, identify, purchase and organise all subject resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work
- Advise and support staff in the planning and teaching of the subject and developing their subject knowledge.
- Monitor the teaching and learning of PSHE through learning walks, scrutiny of floor books, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress.
- Use feedback from monitoring to develop an action plan for the subject with realistic and developmental targets.
- Deliver an annual workshop to parents to discuss the RSE curriculum prior to delivering it in the classroom.
- Report to SLT and Governors

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In PSHE, enrichment includes using the Dothill Nature Reserve for Wellbeing Walks. West Mercia Police delivering

STAR (Stop, Think, Act, Reflect) and Telford and Wrekin deliver Crucial Crew (if available). We access the NSPCC school resources for our pupils and offer NSPCC led workshops to our parents.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In PSHE this includes specifically designed 'Connect Us' games and 'Calm Me' times which are built into the Jigsaw lessons.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In PSHE, oracy is developed through discussion-based activities, role-playing scenarios and debating.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into PSHE using different methods of collaborating and sharing ideas which encourage children to move around the classroom. Drama and role-play are also used frequently.

Inclusion - All pupils participate in PSHE. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our PSHE curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others. PSHE offers opportunities for pupils to develop an understanding of their own cultural traditions and an appreciation of the diversity and richness of all cultures, especially through our themes 'Being Me In My World' and 'Celebrating Differences'.

Use of ICT

Information and Communication Technology enhances the teaching of PSHE in all key stages. It is a vital tool in PSHE because it enables teachers to access the necessary Jigsaw online platform where lesson content is. ICT can be used by pupils to record and share their learning using PowerPoint presentations, publisher documents and more on the laptops, when required. iPads are regularly used by staff to photograph practical tasks during PSHE lessons to evidence the learning that has taken place during lessons.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.


Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our PSHE curriculum is that:

- Our pupils can build and maintain healthy and respectful relationships, focusing on family and friendship, in all contexts including online.
- Our pupils can keep themselves safe and healthy and can manage their personal, social, academic and moral lives positively.
- Our pupils can manage their own wellbeing and are resilient.
- Our pupils can ask for help and support if problems arise.
- Our pupils approach puberty with confidence.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work and which pupils clearly take pride in.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leader has a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.

Signed..........Date.....5.7.23.....

(Head teacher)

Signed..........Date.....5.7.23.....

(Chair of Governors)