



PSHE Policy

2023-2024

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

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Statement of intent

At CLC MAT, we believe that 'If children are happy, they will achieve'.

PSHE (Personal, Social, Health, and Economic) education gives children access to vital knowledge about who they are and the diverse world they live in. At Cromwell Learning Community and Multi-Academy Trust we value the entire school community which includes staff, pupils, parents, and visitors as individuals who may share different beliefs but work as a collective group for the well-being of our pupils. We strive to provide an education that creates opportunities for pupils to explore and develop their own values as well as recognising that the values of others may be different. Our learning environment promotes personal development, respect, diversity, and self-awareness.

We use a comprehensive, well-balanced curriculum that has been specially designed to fit the requirements of our school, this includes lessons from the Lifewise PSHE Scheme which is supplemented by additional lessons, activities, and experiences to enhance SMSC themes in the school. Along with actual experiences, we provide students with access to important concepts and conversations. We want to help pupils develop important character traits like sound judgement, taking calculated risks, effective communication, and self-control techniques. We promote awareness of, and esteem for, the values held by other cultures and communities. Our goal is to help our pupils have a deeper understanding of their physical, emotional, and mental well-being.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental, and physical development of pupils, preparing them for the opportunities, responsibilities, and experiences for later life. As part of our school curriculum pupils are also taught about British and how they impact our life. Our Relationships and Health Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

1. Legal framework

Since September 2020, it is a statutory requirement for primary schools to provide the Relationships Education and Health Education aspects of PSHE education, and for secondary schools to provide Relationships, Sex and Health Education. This content makes up the majority of PSHE education, though schools are also encouraged to cover non-statutory content relating to economic wellbeing and careers.

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

It's now a statutory requirement to teach most of PSHE education. This **statutory content** – often referred to as RSHE – covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education from key stage 1 to 4.

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of PSHE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all PSHE-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of PSHE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of PSHE in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading and writing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENDCO is responsible for:

- Liaising with the subject leader to implement and develop PSHE throughout the school.
- Organising and providing training for staff regarding the PSHE curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of PSHE objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants to meet pupils' needs.

3. Early years provision

In the Early Years Foundation Stage, PSHE is referred to as personal, social, and emotional development.

EYFS sets standards for the learning, development, and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes; LifeWise respects and adheres to the Statutory framework for the Early Years Foundation Stage. The Early Learning Goals are not used as the curriculum but build upon the wide variety of rich experiences that are crucial to child development, from being read to frequently, to playing with friends.

LifeWise observes non-statutory guidance from the Development Matters Curriculum and has devised a PSHE programme where learning opportunities are carefully planned to help children meet their developmental milestones. Introduction LifeWise encourages an enquiry, play-based curriculum which aims to foster a love of learning and inspires the children to ask and answer their own questions. The activities support the development and achievement of their Early Learning Goals.

4. The national curriculum

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

5. Cross-curricular links

Wherever possible, the PSHE curriculum will provide opportunities to establish links with other curriculum areas.

Wider Curriculum

- PSHE, including SMSC, is an integral part of the whole school curriculum, the planning across all subjects creates opportunities for pupil reflection and personal development.
- Assemblies are linked to PSHE, British Values, RE and SMSC and cover any additional activities such as current issues.
- We are a School of Sanctuary, so we raise awareness about refugees across a range of subjects and assemblies as well as developing links with local charities which support refugees.
- Every half term, pupils from Year 1 to Year 6 focus on learning about a well-known personality from the BAME community (past and present). This is known as the Heritage Curriculum which is an extension of the work done in Black History month. The purpose of the Heritage curriculum is to study and learn about individuals from the BAME community who

have achieved success in their respective fields by overcoming adversity. This helps students to realise that skin colour, circumstances in life, struggles and other setbacks are not a barrier to success.

6. Teaching and learning

From Reception to Year 6, PSHE is taught by the class teachers, some aspects of PSHE are taught by the school nurse. PSHE issues are also taught and consolidated within other subjects such as Science, RE, Computing, Collective worship, and Music.

The children are taught about online safety through the computing curriculum, assemblies, and class discussion and PSHE lessons. The school also prides itself on promoting British values which underpin the PSHE curriculum which contributes to the implementation of SMSC in the school curriculum.

The three major themes of Relationships: Living in the Wider World, and Health and Well-Being make up the PSHE curriculum. The teaching of these three concepts is equally weighted and important, and topics are presented in a rolling, spiral fashion. Between year groups, subjects are reviewed, and comprehension is deepened. This enables the development and retention of important abilities and information as well as the introduction of some ideas at an age-appropriate level. The PSHE curriculum overview details the lessons and additional enrichment experiences which uses Lifewise PSHE, and lessons planned by the PSHE Lead.

PSHE lessons start with retrieval task questions which enables pupils to recall learned material and make links. Lesson objectives are then shared in small steps to allow pupils to understand and process information, additional adult support is provided for SEND/EAL pupils as well as adaptive resources. Pupils then explore the subject through questions and discussion which enables the teaching staff to develop an understanding of the learning which is taking place. Scaffolding is provided through shared examples before pupils move on to complete independent tasks.

There are also a range of experiences organised throughout the school year, such as inspirational speakers, refugee workshops, healthy eating assemblies, school council meetings, afternoon tea for pupils as well as Leadership activities for Key Stage 2 pupils. The school creates opportunities and experiences for all its pupils enabling them to learn about themselves and the diverse community around them.

Every term the PSHE lead conducts books scrutinies and learning walks which enables the school to monitor the implementation of PSHE in the school.

7. Planning

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

The PSHE lessons overview includes lessons from the Lifewise PSHE scheme, additional lessons and experiences which are sequenced to allow pupils to learn information as well as consolidate previous learning. The school nurse also delivers a range of PSHE lessons.

Recording work

Most PSHE lessons are recorded in the PSHE book through a range of photos, pupil comments and written work and it is marked in line with the school's marking policy.

8. Assessment and reporting

Teachers use AFL throughout the lesson by using a range of questions and by asking pupils to share examples of their understanding. As a school we promote the use of metacognition to help support pupil learning. Each lesson starts with retrieval questions related to the previous lesson, this helps pupils to activate memory and make links between their learning. Pupils in Key Stage 2 also complete an end of unit assessment at the end of each half term which focuses on key learning points, the outcomes of these assessments will enable teachers to adapt future planning to address any gaps.

Having metacognitive skills means that pupils can recognise their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise. This is because it optimises their basic cognitive processes, including memory, attention, activation of prior knowledge, and being able to solve or complete a task. It makes them learn more efficiently and more effectively, and so they can make more progress.

9. Resources

The subject leader is responsible for the management and maintenance of PSHE resources, as well as for liaising with the SBM to purchase further resources.

Display walls are updated with key vocabulary and images by class teachers linked to PSHE themes.

10. Equal opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the PSHE curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all PSHE lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

11. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.