

PSHE POLICY

Introduction

This is a working document that captures the school's PSHE philosophy and practises. The National Curriculum (2013), Relationships and Sex Education, and Health Education (2020) standards have all been taken into consideration when writing it. As of September 2020, all schools must provide PSHE teaching as required by the Children and Social Work Act of 2017. This covers health education and relationships education in primary schools. Changes made to these papers as they occur are tracked and considered in the policy evaluation process.

Aims and Objectives

“Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential” (PSHE Association, 2020). At CIS, we believe that the development of PSHE is a life long and continuous process. Our PSHE Curriculum is concerned with personal growth and human issues. It provides opportunities for the development of the individual within themselves, their communities and the wider world. Through our PSHE curriculum, pupils develop self-esteem, self respect, self awareness, negotiation, resilience and communication.

CIS recognises the importance of the two aims:

1. The School Curriculum should aim to provide opportunities for all children to learn and achieve.
2. The School Curriculum should aim to promote pupils’ spiritual, moral and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These aims can only be completely attained by utilising a broad range of opportunities and experiences made available by a whole school approach to the PSHE Curriculum. The school recognises that PSHE has a big impact on how well students learn and perform.

Teaching and Learning

To address the requirements of every student at CIS, we use a variety of teaching and learning styles in our PSHE sessions. Key stage one and key stage two students receive weekly PSHE lessons, with an allotment of roughly 18 hours over the academic year. The three main themes that run throughout the year are the main focus of this.

The core themes are as follows:

- Living in the Wider World
- Relationships
- Health and Wellbeing

Each core theme lasts roughly six weeks, but teachers can prolong it, change the activities, or add new ones based on ongoing assessment. Activities are planned to ensure that they fit the standards of the National Curriculum with regards to outcomes and objectives. In Science, Religious Education, Computing, and other subjects in the curriculum, some PSHE topics are covered in greater detail. The principles of PSHE education are embedded throughout the curriculum and supplemented in whole-school assemblies.

Foundation Stage

In EYFS we follow the 'Early Years Foundation Stage (EYFS) Statutory Framework, 2021'. We also use the non-statutory curriculum guidance 'Development Matters, 2021' to guide our practice in EYFS. We aim for all children to develop in the areas of 'Personal, Social and Emotional Development' and 'Communication and Language'. Children are given regular, timetabled opportunities to develop in the above areas, as well as being immersed in an environment that promotes their spiritual, moral, social and cultural development.

Fundamental British Values

PSHE supports British Values by encouraging children to participate in class and small-group conversations about current events. Children who are older also investigate and discuss current issues and occurrences. They converse with guests who work in the neighbourhood and talk about lifestyle choices when meeting them. Activities teach kids to respect one another's opinions and to cooperate.

Assessment

Photographs, displays of students' work, and lesson observations are used to document evidence of work. The work of the students is compiled into a class book where their learning and accomplishments can be jointly celebrated. Formative assessments are carried out each lesson to assess pupil progress and inform the next steps for learning.

Monitoring and Moderation

At CIS, we are dedicated to making sure that every student receives consistently high-quality teaching and learning during their time in our school. The best and most efficient approach to confirm this is through moderation. We utilise every opportunity to collaborate with other year groups in our area to moderate anonymous samples of student work in order to assure the legitimacy of our assessment processes. The Senior Leadership team, which is dedicated to upholding high standards of teaching consistently throughout the school, also moderates student work in addition to teaching standards.

Roles and Responsibilities

It is the responsibility of the whole staff team to implement this policy. The SLT in charge of curriculum is responsible for providing and resourcing the scheme of work for the curriculum. The SLT keeps staff informed of any new developments that affect the school and attends any appropriate training when required. They ensure all staff who are teaching PSHE have access to the resources required to deliver the school's PSHE curriculum. Some aspects of PSHE are taught in more depth in Science, Religious Education, Computing and other areas of the curriculum.

At CIS, we think that parents and other carers must play a crucial part in helping their children learn. We take advantage of every chance we get to let parents and carers know what and how their children are learning. Parents are welcomed inside the school to support their children's learning and recognise their

accomplishments, and open discussion about children's physical, mental, and emotional health is encouraged.

Additional Learning Enrichment Services

All pupils will take part in the PSHE programme subject to differentiation according to their individual needs and in accordance with the school's ALES Policy.

Equal Opportunities

All students, regardless of age, gender, ethnicity, or academic ability, can benefit from PSHE. The guidelines and recommendations outlined in the school policy documents will apply to the PSHE programme at the school. Parents and carers are entitled to ask for a full or partial withdrawal from sex education. To make such a request, they should first speak with the headteacher.

Review

A Policy Review will take place on an annual basis. The SLT will consider any necessity for interim reviews of the policy if required. Any amendments to the Policy will be discussed and agreed with the Head Teacher and the policy will be updated as appropriate in accordance with the School Development Plan.

Note. This policy should be read in conjunction with the following school policies.

- Sex and Relationship Education
- Safeguarding
- Behaviour and Anti Bullying

Policy written by: Mrs Dosunmu, Assistant Head Junior School and PSHE Lead, August 2022.

Presented to and agreed by School Principal

Signed: _____ (PSHE Lead)

Signed: _____ (Head of Junior School)

Signed: _____ (Principal)