



PSHE Policy

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Contents

1. Vision and expectations
2. Legal Framework
3. Curriculum intent
4. Curriculum implementation
5. The Teaching and Learning Model
6. Extracurricular and enrichment opportunities
7. Planning
8. Assessment
9. Home learning
10. Equal opportunities
11. Monitoring and review

Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy Expectations

Safe:

- Schools are safe and secure
- Safeguarding is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Pupils and staff are positive and succeed in a supportive environment
- Wellbeing for all
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching

Legal framework

This policy has been created with regard to relevant legislation including, but not limited to:

- DfE (2014) National Curriculum in England
- DfE (2023) Statutory Framework for the Early Years Foundation Stage

This policy should be read in conjunction with the following policies:

- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- Inclusion Policy
- Equality statement

Curriculum Intent

The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'Teaching and Learning Model.' Wherever possible, the PSHE curriculum will provide opportunities to establish links with other curriculum areas.

Curriculum Implementation

At TPA, our schools follow a PSHE scheme of work. At Downe Primary School, we follow the Coram Scarf scheme of work from Reception to Year 6.

This is taught in class by the class teacher. We believe that our teachers know their class the best and therefore adapt lessons to suit the needs of all learners.

PSHE is taught once times a week with additional lessons planned in should specific issues arise for example, friendship or playground concerns.

The Teaching and Learning Model

The Pioneer Academy's Teaching and Learning Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. This Model has been developed and embedded to provide consistency and continuity for all children.

Extra-Curricular and enrichment opportunities

The Pioneer Academy aims to ensure every child has the opportunity to engage in new experiences and visit new places beyond the school grounds, taking them to places that some children wouldn't have naturally gone to. School visits and inspiring visitors are an entitlement to every child who attends a school within The Pioneer Academy. The Pioneer Pupil Passport is part of each school's cultural capital commitment to provide a role broad and balanced curriculum that promotes spiritual,

moral, social, cultural, mental and physical development and prepares our pupils for the opportunities and experiences of adult life.

Each year, each school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aim of providing opportunities that enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities.

Lesson Planning

At Downe Primary School, we follow the Coram Scarf PSHE scheme of work, which covers important themes including Health and Well-being, Relationships, living in the wider world and RSE. These themes include a wide range of topics and lessons and follow through the whole curriculum. The themes covered during PSHE sessions equip children with the skills needed to better tackle real life problems.

We have planned a PSHE curriculum that is relevant to our children and their current needs while preparing them for their future. It aims to be broadly based and balanced, developed to promote the wellbeing of all our pupils. Our PSHE curriculum is taught through planned sessions. It makes real and relevant links to many other subjects and policies such as safeguarding, equal opportunities and behaviour. Where possible, cross curricular links are made so that PSHE themes run through the whole curriculum.

The teaching of PSHE, takes place in a variety of ways, but always aims to ensure that learning happens in a fun and engaging way. PSHE lessons have a clear structure which will include WALTs and a confidentiality disclaimer which ensures that all contributions are respected and valued. Learning tasks could include both practical discussions and debates, written tasks and / or role play / drama, which where appropriate, is recorded in a PSHE book. Learning is adapted to suit the needs and abilities of all learners. We use a range of resources when teaching PSHE, including IT and media.

All classes have a 'Worry Box' where pupils can add any worries they may have and these are checked daily by the class teacher. Calm corners feature in all of our classrooms and are used alongside Zones of Regulations to promote self-regulation. These are to encourage children to share their thoughts and feeling and to support the children's wellbeing.

When teaching sensitive topics, such as naming the sexual organs, same sex relationships, parents / carers will be informed of the statutory requirements for the teaching of PSHE and will be given the opportunity to discuss the content of the lesson with the appropriate member of staff.

Weekly assemblies compliment teaching and learning in other subjects, as well as understanding and managing children's mental health and wellbeing. These link closely to our school's personal goals. Pupils are taught about developing positive attributes, such as self-confidence and resilience. Assemblies reflect calendared events, such as Mental Health Week and Anti-Bullying week, where pupils are given opportunities to continue the learning within the classroom.

Assessment

Assessments are made in line with the Trust's assessment policy. Teachers and educational support staff use effective assessment for learning (AfL) to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Teacher assessment should be made against the learning objectives set out for each lesson/unit of work. Teachers also use the Coram Scarf, to assess pupil progress. In the Early Years Foundation Stage, assessment is carried out via observations and recorded in individual early years profiles. In Key Stage 1 and 2, pupils are expected to evaluate their learning in PSHE in a variety of ways, for example traffic lights. At times, this will include written work but the majority of PSHE assessment will be in the form of discussions, photos, and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning. In addition, live marking is often used (written and verbal) to address misconceptions for example. In general, pupils' learning in PSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. PSHE is assessed and shared via the child's end of year report, noting the child's attainment and effort in PSHE.

Equal opportunities

At The Pioneer Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. We ensure that all children, regardless of ability, race, gender, culture or SEND, are given appropriate opportunities to access the PSHE curriculum. In order to achieve this, we provide learning activities that are adapted to support and challenge all groups of learners.

Monitoring and review

The subject leader is responsible for:

- Monitoring curriculum plans and fidelity to agreed schemes of work for the subject;
- Monitoring the learning and teaching of the subject, providing support for staff where necessary;
- Monitoring and supporting the quality of the learning environment;
- Monitoring assessment in the subject, including reviewing any relevant data and setting ambitious targets for pupils;
- Auditing, purchasing and organising the deployment of resources;
- Organising, providing and monitoring CPD opportunities for staff in order to develop subject specific expertise;
- Updating stakeholders on relevant updates within the subject at a national and school level;
- Monitoring and supporting the organisation of any relevant cross-curricular and extra-curricular activities.

The classroom teacher is responsible for:

- Ensuring that all of the relevant content is covered within the school year as per agreed school curriculum plans;
- Providing a range of learning activities to inspire and motivate all learners;

- Monitoring the progress of pupils in their class and reporting this as agreed in the Trust's assessment policy;
- Undertaking any training that is necessary in order to effectively teach the subject.