



Halebanks Church of England Primary School

PSHE Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

At Halebanks we celebrate who we are, as a safe and nurturing family, within the local community and the wider world. We inspire natural curiosity and develop a passion for lifelong learning whilst providing enriching opportunities for all individuals to flourish and achieve their ambitions. As God intended, we joyfully celebrate culture, diversity and individuality in all their forms, whilst embracing our enriching Christian values.

'Let your light shine.' Matthew 5.16

Love

Hope

Community

Compassion

Courage

Our curriculum...

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global
- prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

Halebanks learners are...

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported, both at school and at home
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for

inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

National Curriculum: purpose of study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new 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.

Roles and responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements
- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- the Governing Board is advised on curriculum matters in order to make informed decisions
- proper provision is in place for pupils with different abilities and needs, including children with SEND.

Staff

Staff will ensure that the curriculum is implemented in accordance with this policy. The subject leader has a responsibility to monitor the subject while class teachers are responsible for following the PSHE Association/Jigsaw schemes of work and delivering lessons. Teaching assistants are responsible for supporting the delivery of these lessons.

Organisation and planning

PSHE is organised into a 2-year cycle due to mixed age classes and is planned and taught in accordance with the PSHE Association from Year 1 – 6 and through The Jigsaw PHSE programme in Reception. These two schemes support all aspects of learning and ensure progression, fidelity, and rigour. Quality resources are included in both schemes of work. PSHE is split into 3 areas, relationships, health, and well-being and living in the wider world. PSHE is taught discretely in blocks with Sex and Relationships Education (SRE) taught within relationships. E safety is also taught in some areas of the PHSE curriculum.

Our curriculum approach is varied depending on the topic matter and age of the pupils. However, a thematic approach is used where appropriate, and teachers use a range of creative activities including drama to engage learners.

Although we follow our specified curriculum staff also make sure that local or individual situations are tackled and addressed 'in the moment' wherever possible.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, book sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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