



# PSHE POLICY

Reviewed by:	Premises and Curriculum Committee Agenda Item 3.1 - 14 June 2018 Amendment requested, then to be ratified via e-mail.
Date:	Sent via e-mail 9 July 2018 Majority ratified 20 July 2018
Next Review:	2020

Editor:	SH
Categories:	Stat

**Love learning, work together, **achieve** and shine.**

Tatworth Primary School School Lane Tatworth Chard Somerset TA20 2RX  
Telephone: 01460 220565 Email: [tatworth@educ.somerset.gov.uk](mailto:tatworth@educ.somerset.gov.uk)

Company Number: 7700773



# **PSHE Policy**

## **Aims:**

To ensure that pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in modern Britain.

## **How we will achieve this:**

We recognise that these aims can be achieved through a combination of:

- 1. Planned focused PSHE class sessions
- 2. PSHE-related work in other subject lessons
- 3. Incidental individual/small group sessions
- 4. Whole-school and class assemblies
- 5. Roles and responsibilities given to children
- 6. Organisation of lessons
- 7. Communicating to a trusted adult

### ***1. Planned focused class sessions***

During 2017/18, we intend to focus on PSHE by having a Wellbeing Week during the summer term. During this week, all classes will spend time learning about how to keep their bodies physically healthy and mentally healthy.

From September 2018, we intend to introduce weekly PSHE lessons into every KS1 and KS2 class.

The PSHE Association Programme of Study is recommended by the Department for Education, and will form the basis for our work in class. This PoS aims to develop skills and attributes grouped in three core themes:

- Health and wellbeing
- Relationships, and
- Living in the wider world
- 

Within each core theme, priority will be given to the topic areas that are identified as being most relevant to each class by the class teacher (as recommended by the PSHE Association). In all cases, this will include sessions on internet safety, Sex and Relationship Education and mental health.

In the Foundation Stage, PSHE work will be covered through the children's learning, activities and experiences in two of the three prime EYFS strands: Physical Development and Personal, Social and Emotional Development.



## **2. PSHE-related work in other subject lessons**

-Schemes of work for Computing will incorporate sessions on internet safety.  
-Moral questions and dilemmas are regularly discussed as part of the speaking and listening elements of the Language and Literacy programme used throughout KS2.

When appropriate, PSHE will be reinforced throughout other subjects, for example Science and PE. It may also feature in Focus Day activities.

## **3. Incidental individual/small group sessions**

When a need is identified by an adult, the class teacher will determine and arrange any individual/small group support. This may involve liaising with the Senco when necessary. This work could include, for example, an individual child learning from an Emotional Literacy Support Assistant (ELSA), or a small group of children following a Cognitive Behaviour Therapy programme with a Teaching Assistant.

## **4. Whole-school and class assemblies**

We follow the two-year programme of assemblies as set out in the Roots and Fruits programme. The themes are: generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service and truthfulness. Stories are incorporated to demonstrate British values and to reflect a range of faiths and cultures.

## **5. Roles and responsibilities given to children**

We recognise the increased sense of self-worth that can be achieved through a sense of responsibility. Children throughout the school will have the opportunity to take on a small role when appropriate. All children in Year 6 are trained as Play Leaders and spend some playtimes supporting KS1 by encouraging them in their play and being good role-models.

## **6. Organisation of lessons**

We consider the use of class discussions as a key component of our lessons. The children are encouraged to be open to new ideas and to listen to other children's answers, opinions and ideas without judgement. Effective collaborative group-work is modelled and monitored. The children are encouraged to listen to others' viewpoints, have the confidence to share their own ideas and work together to come to a consensus.

## **7. Communicating to a trusted adult**

All children need to know who a trusted adult is and what to do if they are unsure or want to talk to someone about something they are concerned about. School will engage with NSPCC on its two-year Speak Out, Stay Safe cycle. School will engage with Somerset County eLIM two-year internet safety training. Vulnerable children, such as Pupil Premium children and Children Looked After will have a mentor in school who they will meet regularly. ELSA work will also be carried out with anyone identified within the red category on the BVPT assessment. Class assemblies and SCARF focus



areas also look at staying safe and what to do if a child is unsure. Posters are around school and in the bathrooms to give children the opportunity to find the NSPCC ChildLine telephone number. This is also on the assembly board. From 2018/19 School Council will also discuss safeguarding as a regular feature.

## **Assessment**

Assessment will be specific and diagnostic. For each focussed series of lessons (not stand alone lessons) of PSHE there will be an initial activity which assesses the pupils' starting point in terms of existing knowledge, skills, attitudes and beliefs. This will inform planning. At the end of the topic, pupils will complete a second assessment task to show the progress made; an example of this would be a mind map of their knowledge before a topic, with their knowledge at the end of a topic added in a different colour pen.

