

# Newington Community Primary School



## PSHE (Personal, Social, Health and Economic Education)

### POLICY

2023-2024

Amended:	Term 1 2023
Updated by:	Maddy Kennedy
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

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## Intent

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A curriculum which pupils develop the knowledge, skills and attributes they need to manage their lives and helps pupils to achieve their whole potential, now and in the future.

At Newington Community Primary School, we are committed to providing a PSHE curriculum which is reflective of the needs of our community and ensures that our young people are fully equipped to thrive socially and emotionally, so that they are prepared for their future.

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

We work in partnership with the parents and carers to enhance their children's personal and emotional development. Parents and carers will have access to this policy through the school's website.

Our vision for PSHE at Newington is;

**For Children:** Children from Newington have benefitted from the delivery of an outstanding and tailored PSHE curriculum based on which equips, encourages and inspires them to thrive in their futures for themselves and their communities.

**For Staff:** PSHE at Newington is taught with equal importance, preparation and delivery as other parts of the curriculum. It is regularly timetabled and resourced and the opportunities it provides for our children motivate our team.

**Governors:** PSHE supports our children to be confident, responsible and active members of our community. Newington is recognised as an excellent provider of PSHE to our children. Consensus that a well delivered PSHE curriculum is key to strengthening a community.

Personal, Social, Health and Economic education is central to our school ethos. It supports children in their development and takes place throughout all aspects of school life. It contributes to the development of children's individual identity, sense of self-esteem, direction in life and develops decision making skills. It contributes to a child's emotional development and maturity. Children's different experiences at home and the age at which they enter school mean that they will be at very different stages of personal development. PSHE in school continues and supports the personal development of the child, as they progress through our school. At Newington we recognise a full PSHE curriculum can support academic achievement.

**Ambition, Achievement, Aspiration**

The school values the importance of its pastoral role in promoting the wellbeing of its pupils. We seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.

### **Aims**

The aims of PSHE are to:

- Enhance self-esteem and develop motivation.
- Ensure that children understand that they must accept responsibility for their own actions.
- Encourage children to make informed choices and decisions.
- Improve interpersonal skills enabling children to work independently or collaboratively.
- Allow children to contribute to and accept rules.
- Help children develop the skills necessary to deal with change and transition.
- Foster an increased understanding of the school as a community, and of the wider community.
- Help children understand that they can manage their own behaviour and understand how their behaviour impacts on others.
- Help children establish a healthy life style.
- Enable our children to develop spiritually.

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## **Implementation**

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In line with the statutory requirements under the Children and Social Act 2017 our children undertake a broad and balanced programme which is personalised to our pupils; their needs and their community. This includes Relationships Education and Health Education at key stages 1 and 2. The core themes, as suggested by the PSHE Association Guidance 2014, are identified as: Health and Wellbeing, Relationships and Living in the Wider World.

**Ambition, Achievement, Aspiration**

## Early Years

PSHE is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. It is a part of the Early Learning Goals and children are baselined and assessed across the year to help them progress.

## Key Stage 1 and 2

PSHE is taught for 1 hour, every 2 weeks. Lessons offer both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness. It builds on the skills that pupils started to acquire within the Early Learning Goals to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE lessons help pupils to manage physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## Teaching and Learning

PSHE education at Newington Community Primary School provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Learning in PSHE lessons will complement learning in science, geography, computing, RE and PE. Our curriculum has been overlaid to identify opportunities to discreetly discuss PSHE in lessons.

We believe that external speakers, such as school nurses or outside agencies, can be very useful to supplement learning, but teachers will always lead the session.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

PSHE curriculum planning:

Our PSHE curriculum is mapped out across our school year with a key PSHE and Mental Health focus each term. These are planned to be supportive of our own school core values, equality themes and school wide events.

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## Impact

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**Ambition, Achievement, Aspiration**

## Assessment and Recording

There is no statutory requirement for end of key stage assessment in PSHE. However, to strengthen our learning our children have a PSHE book that accompanies them through school and can act as a toolkit of both the knowledge they gain and skills they acquire. Each unit begins with Teachers will carry out a baseline assessment before teaching anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. Pupils will have the opportunity to demonstrate the progress they have made from their starting point assessed in the baseline activity, either through revisiting the original baseline activity or carry out a different task. Units will be reviewed using PSHE knowledge organisers which will self assessed by the children to enhance their own understanding of progress made.

## Monitoring

During the school year the PSHE lead and accountable SLT member will conduct book looks and planning checks to ensure a consistent practice and high standard is being delivered across the school.