



Pilgrims' Way Primary School Personal, Social & Health Education Policy

Reviewed: Autumn Term 2022
Next Review Date: Autumn 2023

Pilgrims' Way Primary school is a nurturing, inclusive and diverse primary school in the centre of Canterbury. We provide an irresistible, broad and balanced curriculum for children from the ages of 3-11. By teaching an irresistible curriculum underpinned by our school values, pupils are confident, have high well-being, enjoy learning, make progress and achieve at Pilgrims Way.

Intent

Our curriculum is adapted to meet the needs of all learners. We have high expectations of all our children. We aim for our children to develop into happy, caring, independent and confident young people.

We teach Personal, Social & Health Education (PSHE) and Relationship and Sex Education (RSE) as we know that when children are able to understand and express their feelings, develop healthy relationships, demonstrate resilience and make healthy choices, they will be happy and confident at school and in their daily lives.

It is very important that if children have any worries or concerns about issues in school or outside of school, that they are able to speak to a trusted adult. Teaching children PSHE ensures that they develop the skills to talk to an adult if they need support.

We focus on building healthy relationships between all members of our school community.

We have an active school council where children work together to develop ideas for children in our school.

Trusting and caring relationships are at the heart of our curriculum. PSHE skills are taught through relationships and daily interactions between children and adults and healthy interactions between children. The policy sets out how PSHE skills, knowledge and development is taught both in lessons and during our school day.

Policy development.

The PSHE leader and Hearts and Minds Hub have developed this policy.

Our policy is based on ensuring the highest standards of teaching and learning for our children.

It is a bespoke policy for Pilgrims' Way Primary School.

The PSHE and RSE policy fully adheres to statutory requirements for PSHE, RSE and safeguarding. These include: Government guidance for the teaching of RSE Sept 2021. The Equality Act 2010. Keeping Children Safe in Education 2022.

The policy also fully supports our curriculum statement, our behaviour for learning policy, our inclusion statement and our SEN policy.

Implementation

At Pilgrims' Way Primary school children experience our school values and the PSHE curriculum as soon as they enter our grounds. Staff and children treat each other with respect and core values such as politeness and respect for each other are modelled in daily interactions.

Children and staff are expected to demonstrate our school values of: **Respect, Aspire, Positive, Resilience and Success.**

Children experience learning and applying their PSHE skills in class at all times, in assemblies, at lunch and playtime, in our outside learning areas and in Forest School.

Children are provided with a range of opportunities to demonstrate responsibility and teamwork. These include head girl and boy, house captains, school council, reading buddies, lunch hall monitors, library monitors, Eco team, learning ambassadors and playground buddies.

Older children in our school care for the younger children by supporting them at lunch and playtime and spending time reading and playing with them. Visitors from charities for example, NSPCC and educational trips also contribute to our PSHE curriculum.

Some elements of PSHE have links with other areas of the curriculum. For example, in Year 2 children learn about the benefits of healthy eating and exercise linked to learning in science.

PSHE curriculum.

PSHE is taught regularly in each class from Nursery to Year 6.

We follow the PSHE Association programmes of study for from Year 1 to Year 6. This programme develops the children's knowledge and skills in the areas of:

Health and Well Being.

Relationships.

Living in the Wider World.

This programme of study ensures that children can return to themes and can remember and apply the skills they have learnt. There is a clear sequence of learning for the children as they progress through the school.

Teaching staff at Pilgrims Way Primary school are very skilled at responding to the individual needs of children and the specific needs of their class. Planning is flexible and will respond to ongoing assessment during the lesson. Communicate in Print, Widgit and Language through Colour are used to support children's understanding.

Children may learn through listening to a story, taking part in drama, whole class, group or paired discussion, learning through using ICT, learning outside, learning by drawing or listening to music or taking part in circle time.

Children's understanding is monitored through assessment for learning practices in the lesson and future lessons will build on the children's learning in this lesson.

Teachers are aware of and sensitive to the different needs of children in their class and differentiate the learning so that all children make good progress. Children often work in mixed ability groups which supports all children to make good progress. If children need support to develop their PSHE skills, they will receive support through our Mainstream Core standards, provision map or personalised plan. All children from Year R to Year 6 are assessed using Boxall 3 times a year. Teachers use this information to plan their PSHE lessons for their class.

In each lesson, it is expected that children will have the opportunity to apply the knowledge and skills which they have learnt. This may take place in the lesson or during the next week.

For example, if children have been learning about developing problem solving skills, they may be asked to talk about how they demonstrated this skill in their learning in the next PSHE lesson.

It is not expected that recording takes place in every lesson. Many lessons are practical involving talking and discussion. However, children may create videos, make displays and demonstrate their learning through models and paintings

Circle time

Circle time is a teaching tool often used in PSHE to develop positive relationships in the class and enable children to contribute ideas about their learning and development. At Pilgrims' Way Primary school teacher's use Circle Time when they think this is appropriate in their class.

Colour Monster

Our Colour Monster, based on the story Colour Monster by Anna Llenas, is used consistently across our school from our nursery to Year 6. Each class uses the story, props and resources from the story to support our children to be able to talk about their feelings.

Teaching PSHE in the EYFS.

Children in the nursery and Reception classes learn and experience PSHE teaching every day. Children follow the statutory Early Years Curriculum 2021. The focus is on developing nurturing, caring and trusting relationships with staff and each other. Children are taught how to co-operate, share and respect each other.

Children are taught through interactions with staff, playing with their friends, being taught our school values, role play, puppets and stories. Children are assessed during the lessons.

In Reception class children build up to a 15-minute weekly PSHE lesson by the end of Term 6. Children at the end of their Reception year are assessed in their PSHE skills, they will achieve the Early Learning Goals in self-regulation, managing self and building relationships. Details of their achievement are shared with their Year One teacher and their parents or carers.

Impact

The impact of PSHE is monitored by the Hearts and Mind Hub and the Inclusion team. We monitor by speaking to different groups of children about their experiences of PSHE and observing the teaching of PSHE. Pupil voice and children's opinions is central to our monitoring, which is carried out from Nursery to Year 6.

Children at Pilgrims Way are demonstrating our school values and are confident to offer ideas and suggestions about their school. There is a sense of pride in the school with children feeling valued and that they belong at our school.

Children are keen to take on a range of responsibilities in the school. Pupil voice is developing through our curriculum.

Children can talk about their learning and show high levels of engagement in their learning.

Older children are consistently kind and caring towards younger children in the school. Younger children settle quickly and happily into school supported by the trusting relationships which they develop with staff and each other.

Exclusions and low-level disruptive behaviour are significantly reduced across the school.