



Oak View Academy

Believe, Expect, Succeed

PSHE Policy

Our PSHE policy is currently under review to ensure that we meet the new Relationships and Sexual Education requirements for 2020.

At Oak View Academy we aim for the PSHE programme of study to bring together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a consistent whole-school approach to personal, social, health and emotional well-being. The aim is to support pupils in developing the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for life and work in the community.

The curriculum provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

Aims:

PSHE education at Oak View Academy aims:

- to give pupils the knowledge to develop their self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health.
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

Through PSHE, the aim throughout the school is to promote responsibility and empowerment to gain a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of: right conduct, peace, non-violence, truth and love as well as the British values of Democracy, Tolerance (of faiths and beliefs), the rule of law, mutual respect and individual liberty.

PSHE in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

Throughout the Early Years Foundation stage, children are encouraged through topics and a play-based curriculum to play co-operatively and to take turns with others. Children are taught and encouraged to show sensitivity to others and form positive relationships with adults and other children as well as learn how to resolve conflicts. Children are taught to be confident to try new activities and are encouraged to be confident to speak to others.

PSHE in KS1 and KS2

The PSHE curriculum is linked to promote necessary skills. Personal development or intervention groups may be based around emotional and social support if the class teachers deem these to be relevant for individual groups of children. Children throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community based on first hand experiences, which include, school visits and a variety of school clubs. These activities and extra curricular experiences encourage children to understand how their choices and behaviours may affect themselves and others.

Planning

Class teachers plan for PSHE in accordance with the Human Values Curriculum, the Christopher Winters Scheme of work for Sex and Relationships Education, the Social and Emotional Aspects of Learning Scheme of Work (SEAL) and the school plan for teaching about British Values.

They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting individual targets based on the assessment approach;
- setting different tasks within sessions;
- using resources appropriate to each individual.

Application

PSHE will be delivered throughout the school by the class teacher/PPA teacher with the support of the PSHE leader as necessary. PSHE values are also introduced in and explored within whole school assemblies. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, and fund-raising activities. Pupils may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. ELSA (emotional literacy) materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment

Assessment throughout the school for PSHE include;

- Planning and learning which builds on children's prior knowledge and shows progression in PSHE learning.
- Implementing assessment-based planning so that lessons consistently meet children's needs;

- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Children's progress will be monitored against the objectives for their year group and a decision will be made as to whether the child has achieved this in full (meeting ARE), in part (developing towards ARE) or is working below ARE.
- Attainment and progress in PSHE in the Early Years Foundation stage is measured against The Development Matters and is monitored throughout the year.

Equal Opportunities

We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued and we provide equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation, transgender, race, colour, religion or disability.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by all staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions through additional support.

Please read this policy in conjunction with other linked policies:

- Sex and Relationships Education Policy
- Anti bullying Policy
- Behaviour Policy

Policy written July 2017

Reviewed: September 2019

Date of next review: September 2020