



**West Park
Church of England
Primary School**

**Curriculum Policy for Personal, Social and
Health Education**

‘Let your light shine’ Matthew 5

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West Park CE Primary School – Subject Policy 2024/25

The Team – 2024-25

Subject leaders – Harriet Batten

Governor – Mike Jacot

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The Importance of Personal, Social and Health Education

West Park CE Primary School provides opportunities to encourage and challenge all pupils to ‘shine’ through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

Ecclesiastes 4 v9-12 ‘Two people are better off than one, for they can help each other succeed. If one fails the other can reach out and help’

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school’s statutory responsibility to promote pupils’ wellbeing to ensure they leave school prepared for life in modern Britain.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning, career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Intention-What will pupils learn at West Park CE Primary?

| Essential Skills | | |
|--|---|---|
| The intrapersonal skills required for self-management | The interpersonal skills required for positive relationships in a wide variety of settings | Skills of enquiry |
| <ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) | <ol style="list-style-type: none"> 1. Active listening (concentrating, understanding, responding and remembering discussions) 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others | <ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives |

Implementation- What teaching activities are planned in PSHE at West Park CE Primary?

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. These units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich. **Link to unit plans on website:** <https://www.westpark.w-sussex.sch.uk/site/data/files/curriculum/34B7C7F901C53FCE60F93B26A81131F7.pdf>

Curriculum overview- Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home. **Link to these on school website:** <https://www.westpark.w-sussex.sch.uk/page/?title=Curriculum&pid=19>

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to all pupils including those pupils who have SEND. All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is ‘any adjustment in the environment... or materials for learning’ which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges
2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies
8. Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment green- from Year leads/looking at planning

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

| | Autumn | Spring | Summer |
|--------|---|--|---|
| EYFS | The PSD curriculum is implemented through all of our community links continually. Spring2 Fire visit, beach warden and dentist talk. Summer RNLI? | | |
| Year 1 | Rainbow theatre- Panto Beach trip | Explorer dome (space) Beach trip | Link with Wadars animal rescue https://www.wadars.co.uk/ |

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|--------|--|--|---|
| | | | Arundel castle trip- walk around local area. |
| Year 2 | Red Balloon Worthing https://www.redballoonlearner.org/locations/red-balloon-worthing/ | Beach trip? | |
| Year 3 | | Chestnut Tree House https://www.chestnut-tree-house.org.uk/ | Beach warden? |
| Year 4 | Dentist and hygienist | | Transition Town Worthing - https://www.ttworthing.org/resources/ |
| Year 5 | Aut 2- Visit from the Southern rail education lady. Representative from Southern water. | Spr 1- Visit from the Fire service. | Drug and Alcohol Wellbeing Network West Sussex https://www.changegrowlive.org/drug-alcohol-wellbeing-network-west-sussex/coast |
| Year 6 | YMCA Dialogue counselling service - https://www.ymcadlg.org/what-we-do/health-and-wellbeing/ymca-dialogue-counselling-services/ | Spring 1- Trip to Ferring. Evacuation day at Littlehampton Station. | Sum 2- Nurse for Sex Ed? |

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of Teaching Assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Community- How do we share our learning with our community?

We share our learning by inviting parents into school throughout the year; examples include termly parent consultations, annual reports, whole school assemblies, fundraising events and open afternoon when parents and families can come into class to see recent work and displays of learning.

Impact- What will the children at West Park remember and be able to do after their learning?

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst this framework distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap and when planning, schools should draw from more than one theme.

This framework is not definitive and schools should adapt and enrich it as they feel appropriate, including relocating learning in different Key Stages where appropriate to pupils' readiness or needs. PSHE education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge,

skills and attitudinal development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Those planning PSHE education should liaise with colleagues responsible for other relevant subjects in order to ensure consistency for pupils: science, computing, citizenship, P.E., design and technology and economic and business education, for example. They should also take account of existing school policies and DfE guidance documents.

Whilst the framework below identifies a broad range of important issues that pupils should learn about, it is essential that their experience of PSHE education is not simply a series of 'one-off, disconnected sessions each on a different topic and focussing only on factual content.

Core Theme 1: Health and wellbeing

Suggested Programme of Study for Health and wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Suggested Programme of Study for Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen including Fundamental British Values

Suggested Programme of Study for living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.
9. about democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

Assessment

Attainment targets

There are no attainment targets for PSHE education. Schools should continue to make use of the existing Department for Education end of Key Stage statements to inform the assessment process.

End of unit assessments

We use continuous assessments to monitor children's understanding by having PSHE planned formative assessment opportunities for every unit of work taught. The children are asked to summarise their learning and this is either recorded by the child or by an adult, depending on their age and ability.

Each unit of work includes three recorded sessions. At the end of each recorded session, the children record a short summary of what they learnt on the assessment sheet. This closely links with Rosenshine's second principle which states that children should avoid summarising too much information at once.

As all of the staff at West Park School have completed a CPD course on Rosenshine's approach to learning, we incorporate his ten principles of instruction as much as possible within our PSHE lessons. This includes

Formative On-going Assessments by class teachers includes feedback and discussion with the child. Progress is recorded using programmes of study grids/Insight. Samples of work are moderated against expectations and are stored and shared as examples and to demonstrate progress.

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data (tracking grids/Insight). See assessment policy.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

Equal Opportunities

PSHE plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience.

Pupils should have equal opportunities to develop their understanding and enjoyment of PSHE.

Pupils should be taught about diverse focus figures (artists, sports people, authors, characters etc)

Monitoring of Standards

Monitoring of PSHE across the whole school is completed by the Subject Leaders and shared with staff and Governors in the YILO and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- 'Year in the life of' monitoring (YILO).
- Lesson observations/drop-ins
- Learning walks
- Work scrutiny/book looks
- Pupil voice meetings

- Termly assessment data tracking (tracking grids/progression grids/pupil progress records)
- Assessment data from summative assessments.

Links to other policies: <https://www.westpark.w-sussex.sch.uk/page/?title=Policies&pid=22>

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Policy reviewed 25/09/2024 Harriet Batten