



PSHE POLICY 2022-23

(Physical, Social, Health and Economics Education)

Rationale:

At Riverview, physical, social, health and economics education is at the heart of everything we do. Children will leave feeling positive about who they are and enjoy healthy, safe, responsible and fulfilling lives through being informed, active and responsible citizens. Children will take increasing responsibility for themselves, their choices and behaviours. They will be prepared for the next stage in their life and will be confident in their ability to contribute to our wider community.

As part of providing a broad and balanced PSHE curriculum, we are able to cherish and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British Values in young lives.

The moral context of traditional Christian values is regarded as central to this policy reflecting the school ethos:

- To provide opportunities for spiritual growth within ourselves, others and the wider community.
- To provide a safe and secure environment which enables a fully inclusive community, where everyone is valued.
- To develop confident individuals who aspire to the highest expectations and take pride in their achievements.
- To ensure challenge, risks and mistakes are used to develop resilience.
- To ignite a lifelong love of learning through an inspiring and creative curriculum, for an ever-changing world.

Aims:

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from year 1 through to year 6.

British Values:

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life. Our five school values underpin this- love, respect, forgiveness, trust and hope.



Teaching, Learning and Assessment:

Each term is dedicated to a specific theme and within that are sub-topics with specific skills and knowledge. This approach has been devised in such a way that the learning in each year group is progressive and age appropriate. This curriculum has been created in line with the context of our community, the statutory RSE guidance and objectives from the PSHE Association.

Although our PSHE curriculum begins in KS1, it links closely to the objectives and skills within 'Development Matters' for our EYFS. Obtaining the skills outlined in PSED (Making relationships, self-confidence and self-awareness and managing feelings and behaviour) are a core focus in EYFS and support our children in being able to access our PSHE curriculum.

Our full curriculum overview can be found on our website.

HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<ul style="list-style-type: none"> • Healthy lifestyles (physical wellbeing) • Mental health • Ourselves, growing and changing • Keeping safe • Drugs, alcohol and tobacco 	<ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others 	<ul style="list-style-type: none"> • Shared responsibilities • Communities • Economic wellbeing: Money • Economic wellbeing: Aspirations, work and career

PSHE lessons take place each week as well as staff recognising the need for our values to be implemented and embedded across our whole school curriculum.

Circle Time is timetabled for every class across the school and is used to further develop social and emotional skills of the children.

Acts of worship often take place where children are taught to reflect on themselves and how they can be even better. They support the delivery of PSHE through planned themes and are underpinned by the school's Christian values.

The School Nurse provides regular teaching and learning across Key Stage 2 in relation to relationships and sex education.

Golden time is timetabled on Fridays at 11.30–11.55 KS1 12.00–12.25 KS2. Time is earned by children who follow our Golden Rules throughout the week. Younger and older classes share Golden Time where they are able to teach and support each other to develop personally and socially.



Residential trips make an important contribution to the pupils' personal, social, emotional and citizenship development.

Junior Citizenship events in year 6 allow children to develop an awareness of how they can contribute to and impact their local community.

Our planning template (See appendices 1) has been designed to represent a PSHE journey each half term. It allows teachers to build on prior knowledge as well as progress through a unit with a clear end goal.

Promoting a healthy lifestyle:

We strongly believe that 'a healthy body means a healthy mind' and therefore we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals
- All year groups taking part in the 'Daily K' each day and hosting regular whole school sporting events, including sports day
- Offering a range of after school clubs
- Providing fresh fruit daily and free milk for children under 5
- Supporting mental health and taking part in awareness days
- Embedding the understanding of a healthy lifestyle throughout our curriculum

Monitoring and Review:

The headteacher, PSHE subject leader and Governors are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

Assessment, recording and reporting:

Formative assessment strategies are used to inform teachers of children's next steps in PSHE. Learning is recorded in a whole class book as well as each pupil having a floppy pocket to store their learning. Reports to parents provide information on children's learning and approaches to learning as well as their wellbeing and overall development. Each half term, teachers will assess children on the objectives they have covered. As a school, we use Thrive to support us with these assessments and provide additional resources for us to use.

Resources:

Our PSHE curriculum has been created in line with the PSHE Association's programme of study and we therefore use their supporting resources. Many of our resources are also



created to cater directly for the needs of our pupils and particular cohorts to ensure they are personalised and meaningful.

We have regular links with outside agencies, such as the school nurse. Visiting experts and groups also compliment the delivery of the programme.

We are enrolled with Thrive and assess classes each half term. Resources are produced as an outcome which can support our teaching of PSHE and general wellbeing.

Our Family Support Worker also provides many resources and runs groups to support a range of needs e.g. family bereavement.

Please see Appendices 2 for further guidance on resources.

This policy links to:

- RSE
- P.E
- Science
- SEND
- Behaviour
- R.E