

PSHE Policy – Primary

Embleton View

Introduction

Embleton View prioritise Personal, Social, Health and Economic Education as essential to the development of the pupils within the school. PSHE education provides opportunities for pupils to express their emotions and opinions and learn about how emotions impact themselves and others. They should be encouraged to love themselves and others, accepting differences in opinions, appearances, preferences and cultures. We acknowledge every pupil's individuality and teach them to be independent, responsible and caring humans who are able to empathise with others and stay safe. We want to provide pupils with opportunities to share their experiences, thoughts and emotions and understand that it is good to be different and unique. Pupils will learn strategies and skills to deal with new situations and changes in their lives, building their self-esteem and resilience.

Intent

For our pupils to master key knowledge and skills:

- Through listening and questioning
- To build on prior knowledge of physical and mental developments and changes
- Relevant to their own experiences enabling them to make links and connections
- To appreciate, debate and form personal opinions
- To understand how to stay safe at all times, in different situations
- To develop the ability to understand and control emotions
- Of what is right and wrong.

For our pupils to have effective learning behaviours and characteristics

I can...

- Ask questions to further my knowledge and understanding
- Express my opinions and views on issues in the wider community
- Reflect on my own actions and those of others
- Respect the opinions and beliefs of others and empathise.

For our pupils to have a strong moral compass:

- To recognise and celebrate different interpretations, opinions and diversity, recognising their own individual preferences
- To empathise with people's personal situations and beliefs
- To understand that we are all different and should embrace these differences
- To challenge prejudice and social inequalities.
- To form opinions whilst developing mutual respect and understanding.

Implementation

PSHE is taught within the broader context of other subject areas and linked to key themes where possible or discretely when needed. This enables Learning and Development Coordinators (LDCs) to give their teaching objectives a context which helps to improve pupils' understanding and mental development. This will make learning more engaging and purposeful. Throughout their time at the school, the pupils will be given opportunities to build on their knowledge of how their bodies and minds will change throughout their lives and they will be encouraged to empathise with others as well as improve their understanding of how to stay safe and take care of themselves.

Teaching PHSE

We recognise that there are pupils of different abilities in all year groups and we provide suitable learning opportunities for all. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, with some pupils completing all the tasks

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- providing resources of different levels of complexity
- providing individual support and intervention
- providing opportunities for scaffolding and cascading knowledge
- utilising 'Intervention Weeks' as an opportunity to embed learning and bridge gaps in learning.

We teach PSHE to all pupils, whatever their ability. Learning opportunities allow all pupils to make progress. Learning challenges are appropriate to each pupil and small class sizes mean that they are able to respond quickly to individual needs on a one-to-one basis. Pupils also support each other during activities as appropriate.

For our children to master key knowledge and skills

SMT will:

- Have an up-to-date curriculum overview which shows the coverage of PSHE across the school through their subjects or taught discretely when needed
- Identify which PSHE content should be shared with parents/carers before it is taught and allow parents/carers the opportunity to ask questions or withdraw their children when appropriate to do so
- Provide detailed unit plans for each unit of PSHE to outline key skills and knowledge to be taught, links to prior learning, different models and representations to secure learning and possible misconceptions. Unit plans will also include mastery questions or activities which allow pupils to show mastery, justifying and reasoning
- Provide coaching opportunities for LDCs to discuss sensitive subjects
- Provide opportunities for national PSHE activities during the school year to celebrate or make pupils aware of important events (e.g. national children's mental health week).

LDCs will:

- Use the planning provided to support the planning of projects in their year group, making the decision to include it in a project or teach it discretely
- Ensure they are clear and secure with the specific vocabulary and intention of the session
- Teach high quality PSHE sessions considering each pupil's needs
- Model and use metacognition to teach a new skill
- Facilitate opportunities for pupils to engage in practical activities to heighten their understanding of different scenarios
- Make explicit links to prior learning so that pupils can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure
- Use word aware when possible, to make sure new vocabulary is understood
- Provide talking opportunities so pupils can share ideas and talk about their own thoughts and feelings
- Unpick and explore misconceptions that arise and plan opportunities to address these using hinge questions to assess understanding
- Provide high quality feedback so pupils know if they are practising new skills that have been taught and so they know what a good role-model may look like.

For our pupils to have effective learning behaviours and characteristics

SMT will:

- Provide LDCs with the learning characteristics associated with PSHE with clear expectations of what these mean
- Design unit plans which provide opportunities for pupils to develop each characteristic
- Model the learning characteristics within their own teaching and provide coaching or CPD opportunities for staff.

LDCs will:

- Model, articulate and praise the learning behaviours and characteristics associated with PSHE in the classroom throughout the project
- Model the use of technical language and have this displayed so that it can be referred to
- Model empathy, good listening, turn-taking and communication to encourage pupils to do the same in real-life situations
- Design learning intentions which are clear so pupils understand the outcome of the session and the skills or knowledge that they may develop or learn
- Provide opportunities for pupils to practise their new skills, reflect on what they have learnt and plan how they may use them going forward.

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For our children to have a strong moral compass

- Opportunities to develop the pupils' strong moral compass are outlined in the unit plans to inspire pupils to become passionate about being responsible, independent and mature
- Pupils will be provided with opportunities to discuss and ask questions, developing their understanding, knowledge and ability to deal with difficult/new situations
- Through discussions and role play, pupils will be encouraged to be resilient, honest and to choose to do the right thing.

Impact

To evaluate the impact of the curriculum, SMT and LDCs use a combination of different techniques within school, such as:

- Work scrutiny
- Session observations
- Pupil feedback
- Pupil conferencing
- Parent feedback
- LDC's self-evaluation
- Learning walks
- The characteristics and behaviours demonstrated by pupils in all settings within school

For our pupils to master key knowledge and skills

- Monitoring of books which show that unit plans have been used to plan purposeful and engaging sessions that teach the relevant PSHE subject content
- Monitoring of project evaluation folders and pupil conferencing will show evidence of pupils practising PSHE skills and learning new knowledge
- Pupils' PSHE knowledge and use of skills will be evidenced in their book through a variety of representations e.g. posters, fact files, thought bubbles, speech bubbles, photographs etc
- Monitoring of books will show evidence of pupils identifying the understanding that people have different views, opinions, feelings and responses to situations
- LDC's evaluations and assessments will show the pupils' current knowledge and understanding to allow for next steps to be identified
- During pupil conferencing, learning walks and session observations, SMT will see pupils actively engaged in PSHE discussion, debate and roleplay
- Pupil conferencing, session observations and learning walks will show pupils articulating their PSHE knowledge using key vocabulary
- Project evaluation folders and pupil conferencing will provide SMT with an insight to the successes of the PSHE content taught and any improvements that might need to be made
- Assessment strategies at the point of teaching will ensure pupils have gained an understanding of key knowledge and skills taught
- Assessment used not at the point of teaching will prove that pupils have a secure understanding of the PSHE knowledge required.

For our pupils to have effective learning behaviours and characteristics

- Through pupil conferencing, the pupils will show an understanding of the learning characteristics associated with being a PSHE learner and will be able to talk about how they have shown these in their project
- SMT will see evidence of PSHE learner behaviours and characteristics displayed in the classroom along with the key historical vocabulary
- Through pupil conferencing, session observations and learning walks, SMT will see evidence of pupils becoming enthusiastic and following their own beliefs and opinions, respecting those of others whilst showing empathy.

For our pupils to have a strong moral compass

Our young PSHE learners will be motivated by a strong sense of curiosity about how a human's mind and body develop and change throughout their life. In class, they will feel confident asking questions and will be equipped with the necessary skills to form their own opinions and empathise with others. During unstructured times, pupils will have a strong sense of what is right and what is wrong and will reflect critically on what they have learnt; recognising and celebrating different interpretations, opinions and diversity and acknowledging their own personal preferences. They will show appreciation for the diverse world in

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which they live and they will become respectful citizens, who can confidently challenge prejudice and social inequalities in society.

Legal Status:

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (DfE: July 2019)
- Sections 34 and 35 of the Children and Social Work Act 2017 (HM Gov: 2017)
- Keeping Children Safe in Education (DfE: 2023)
- The Equality Act 2010
- SEND Code of Practice: 0 to 25 years (DfE: January 2015)
- *Sexual Offences Act 2003* (HM Government: 2003)
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE: September 2021)

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours
- Pupils accessing Embleton View
- All staff (teaching, support and admin staff), students on placement, the proprietors, agency staff and volunteers working in the school.

Availability

- This policy is made available to parents/carers, staff and pupils as a hardcopy upon request from the school office.




Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Curriculum Policy
- British Values Policy
- RSE Policy
- SMSC Policy
- British Values Policy
- Assessment Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date: March 2024	Date: March 2024	Date: March 2024
Reviewed:	Reviewed:	Reviewed:

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