



Personal Development at The Meadows
Personal, Social, Health and Economic Education Policy (PSHE)

At The Meadows, our school vision and aims are the foundation for our PSHE curriculum:

Our Vision

Our purpose is to create a happy, secure learning environment in which everyone can achieve.

We strive to develop the whole child by:

- Nurturing talent
- Developing a love for learning
- Promoting mutual respect
- Encouraging a sense of responsibility for our world

We aim to do this by developing a happy supportive and hardworking community, where everyone is valued, and learning and achievement is fun.

Every member of our school community is encouraged to respect and value each other, and for this reason, personal, social, health and economic education curriculum (PSHE), is an important and necessary part of all pupils' education.

It forms a part of our programme of personal development, which also includes relationships and sex education (RSE), citizenship, wellbeing and British Values.

Through our curriculum, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future - to thrive as individuals, as part of a family and as confident members of the wider community. Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. We promote the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our Curriculum Content and Organisation

Our PSHE curriculum is taught within a two-year cycle and there are 9 key strands of learning. Where possible, learning is linked to other curriculum subjects in order that it is meaningful and contextual. The 9 strands are:

- Relationships

- Environment
- Diversity
- Balanced diet and being healthy
- Money and enterprise
- Keeping safe including e-safety
- Growing and changing including puberty
- Wellbeing
- Rights and responsibilities including bullying.

In Early Years...

Our curriculum in the Early Years is based on learning through play and using the principles of objective-led planning. We create exciting environments and themes based on the children's questions, interests and next steps. PSHE is embedded in everything we do to enable the children to be equipped with the skills needed to be successful in their future schooling. Following the Early Years Statutory Framework, we teach children the skills needed to self-regulate their behaviour, manage themselves independently and to develop positive relationships with both adults and peers alike.

In Key Stages One and Two...

A progression of learning objectives throughout each strand of learning is sequenced so that the pathway of learning is evident in small, measurable steps. A long-term plan maps the teaching of PSHE throughout the school. Medium-term plans are used to present learning in sequential steps. Key vocabulary is taught at each stage in order that children are equipped with the language they need to speak articulately about their learning.

The principles of PSHE are also expressed through our school aims and values and so they are embedded within the curriculum through daily routines and interactions. For example, restorative practice is used to help children to resolve differences and to understand the effects of behaviours. Other whole-school activities that enrich PSHE learning may be:

- Collective worship and whole-school celebrations
- Charity initiatives and reflection opportunities – e.g. Harvest assemblies and fundraising days
- Concerts and performances
- Rewards and letters home
- Nurture work and counselling
- After-school enrichment activities and clubs
- Gardening and school grounds work
- Sports and tournaments.
- Following the 5 to Thrive initiative

Assessment and Monitoring of PSHE

Teachers make judgements about the attainment and progress of pupils informally during taught sessions. This takes place through conversations with children, reviewing work produced, questioning and discussion. We acknowledge that children develop at different rates and so whilst age-expected outcomes are clearly outlined, staff are mindful of children's uniqueness and use their professional judgement when planning sessions for their classes. Short assessment tasks are completed by children at the end of key units of learning. Outcomes of these tasks are also used to build a picture of children's knowledge and understanding. The PSHE leader monitors the subject by reviewing samples of work, talking with pupils about their learning and reporting on outcomes. The lead also supports colleagues by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The team is also responsible for reporting to the Headteacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Children with special educational needs and disabilities (SEND)

PSHE is taught to all children and provision is made within all our inclusive curriculum to ensure that all children have opportunities to make progress. This is accomplished by the setting of appropriate challenges and responding to each child's different needs.

Dealing with sensitive and controversial issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will deal sensitively with them by following the school's safeguarding policy at all times. Issues may be sensitive and controversial when they have a political, social or personal impact, or deal with values and beliefs. They may include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate different points of view. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

While personal views are respected, pupils are also taught to respect that others have the right to a different opinion. Questions do not have to be answered directly and may be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the headteacher/designated safeguarding lead if they are concerned.

The PSHE policy should be read in conjunction with the whole-school curriculum statement and the policies for individual core subjects, behaviour, equality, e-safety, RSE (relationships and sex education) health and SEND.

Adopted/Reviewed	Signature
April 2008	
September 2014	
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