

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY FOR PSHE

Signed:

Date: September 2022

Chair of Governors

Next Review Date: September 2023

Our school vision

Aycliffe Community Primary School's vision is to Make a Difference to Learning. The core purpose of our school is learning. We ensure learning behaviours are maximised so pupils are able to grow personally, emotionally and academically.

To fulfil our vision our school promotes the values of caring, tolerance, passion, reflection and innovation. We believe that these values are fundamental to the success of pupils and the school.

Through the promotion of our core values the school develops pupils that are collaborative, inquisitive, compassionate, creative, confident and eager.

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. As a Rights Respecting school, we ensure that children know their rights and the rights of others. They learn about equality and dignity and empathy towards others that are denied these rights is encouraged.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

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 R to Year 6. There are three core themes throughout the year, which underpin the fundamental aspects of PSHE: **Health and well-being, relationships and Living in the wider World.**

Planning, teaching and learning

Each term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate.

Promoting fundamental 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.

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 everyday
- Sports day and Sports Competitions.
- Offering a range of after-school clubs, such as football, multi-sports, dance clubs.
- Providing fresh fruit daily and free milk for children under 5 and for PP children.
- Golden Mile.
- Wake Up, Shake Up or Just Dance each morning.

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos. These are uploaded onto Tapestry.

In Key Stage 1 and 2 class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly).

Monitoring and evaluation

The Headteacher and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.