



Armley Park Primary School



A policy for teaching, learning and assessment in PSHE

Introduction -The Curriculum at Armley Park Primary

At Armley Park Primary we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Armley Park we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. EYFS objectives, National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents.

The purpose of the PSHE policy

This policy outlines the teaching and learning of PSHE. All children will have the opportunity to undertake PSHE throughout their time at Armley Park Primary School as part of a broadly based and balanced curriculum that meets the needs of all pupils.

Aims

The National Curriculum (September, 2014) stated that schools need to provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE teaching and learning at Armley Park aims to help children learn how to keep safe and healthy in an ever-changing world in a way that is relevant to them and their future. It will enable children to:

- Have a sense of purpose
- Value self and others
- Form relationships

- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

In Nursery, the statutory framework details the learning and development requirements in Personal, Social and Emotional Development. We use the non-statutory curriculum guidance Development Matters to support our teaching of the learning and development requirements and have developed our own curriculum plans which interlink with our early years curriculum, the wider curriculum and the prepare children in readiness for teaching and learning from Reception onwards.

Objectives

To achieve our aims we ensure a progression of appropriate topics and activities through the use of the Kapow Scheme of Work for PSHE Education. This scheme ensures that teaching and learning is motivating, relevant and enjoyable by providing a range of activity styles, resources and teaching strategies. We give children confidence to take part in discussions and activities by establishing a safe environment with PSHE ground rules.

Curriculum, planning and school organisation

We have a whole school approach that consists of three areas of learning in Early Years Foundation Stage: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

Personal, Social and Emotional Development in EYFS is a prime area of learning and underpins learning and teaching across the curriculum. Learning environments, class organisation, daily routines and taught sessions, all promote positive interactions and the development of children's emotions, well-being and acceptance of others.

Throughout school, a variety of teaching styles and methods are used as appropriate. These include Circle Time activities, class discussions, practical activities, using videos and texts as stimuli and structured debates.

Each year group have a daily focus on 'zones of regulation'. Circle time takes place first thing every morning and children choose which colour zone they are in on that day. They are given time to talk about how they feel in a safe space and are given support if needed.

Assessment

Each topic has a pupil pre and post assessment. These assessments are completed in an age appropriate way, either by individual children, groups of children or as a whole class. One colour is used at the beginning of the topic and another at the end to show the learning pupils have undertaken and the progress they have made.

Children throughout EYFS are assessed against the Personal, social and emotional development criteria identified in development matters. Judgements against the early learning goal and exceeding descriptors are made by the end of EYFS. Children are also assessed against the Characteristics of Effective Learning; these learning characteristics support learning in PSED and across the curriculum.

Monitoring and Evaluation

The PSHE subject Leader will monitor delivery of the programme through observations, collecting work samples and discussions with teaching staff to ensure consistent and coherent curriculum provision. Each half term the subject leader will provide pre and post assessment sheets and monitor progress.

Sex and Relationships Education

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Drug, Alcohol and Tobacco Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug, Alcohol and Tobacco Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a session. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.