



Parkland
Primary School

Learning together

PSHE

Subject Policy

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Last Reviewed: May 2020

Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership and assessment of PSHE at Parkland Primary School. The school's policy for PSHE follows the 2014 National Curriculum Framework and the Early Years Foundation Stage Framework. This policy has been drawn up in consultation with teaching staff and is based on best practice guidelines. It has been shared and approved by the teaching staff and school Governors.

At Parkland, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic education (PSHE) and incorporates the statutory requirements for Relationships and Sex Education (RSE).

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

Our Mission

At Parkland Primary School, we believe that every child in our school community should have *Limitless Learning* opportunities. We all have the ability to succeed and our school works hard to ensure that our pupils can *Discover their Potential*.

Our Values: Grow, Believe, Achieve, Succeed

Intent

A high quality PSHE curriculum aims to foster the notions of responsibility and empowerment, to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by a range of values:

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance
- Understanding

Aims of the PSHE curriculum are to:

- produce young people who are thoughtful and responsible, who are able to lead safe, healthy and fulfilling lives
- give our young people the knowledge, skills and resources that support emotional resilience, self-esteem, healthy relationships, rights and responsibilities and sex education.

- help young people become independent and resilient (Appendix A – Route to Resilience) citizens who are able to make a positive contribution to society.
- develop awareness of community involvement and moral responsibility.
- give children opportunities to make informed choices, form their own opinions and express their views.
- improve pupils' key skills in communication and enquiry.

At Parkland Primary School, all staff have a role in the Personal Social Health and Economic Education of the pupils as well as Citizenship. They are best placed to build up the self-esteem of the pupils and develop their skills by giving them responsibility. Teachers encourage pupils to give their best and help them learn how to work with others effectively. PSHE and citizenship are taught through a mixture of strategies.

Primarily at Parkland Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks necessary in order that they develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Our programme which has been adapted by staff to suit the needs of our pupils is based on pupil voice, teacher reflections, national guidance produced by the PSHE Association and statutory RSE requirements (Appendix B – RSE). As such it addresses the statutory requirements that are taught within the subject. (See Appendix C – Programme of study)

A cross curricular approach is also harnessed, where links are made to PSHE and citizenship through a thematic unit. For example, children may be asked to consider the morality of the behaviour of a historical figure or the ethics of particular environmental issues.

A planned program of extra-curricular work based on three awards for citizenship is also available for children to access on a voluntary basis. There are occasional speakers and issues are raised in school and class assemblies.

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality knowledge led PSHE curriculum we aspire for our pupils to be...



CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.



SUCCESSFUL LEARNERS through...

- Culturing a lifelong love of reading.
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.



RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.

Implementation

How PSHE is planned and taught:

Teachers plan PSHE using the learning journey planning format (Appendix 2). PSHE is planned from progression maps aligned to national guidance produced by the PSHE Association and statutory RSE requirements. Lessons are designed to help learners to remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts.

Retrieval practice is a fundamental part of our PSHE curriculum as it is proven to strengthen memory and make it easier to retrieve the information later (Rosenshine, 2012). A short review at the start of lessons will often be used to activate prior learning which can be built upon in the following lesson.

EYFS:

The EYFS Framework focuses the learning and development of children in the foundation years through seven areas of learning. The knowledge and skills taught in EYFS feed into the PSHE curriculum but are not as subject specific. The most relevant early years outcomes for PSHE are taken from the areas of learning entitled, 'Understanding the World' and 'Physical Development'.

Understanding The World: People and Communities - Early Learning Goal:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Physical Development: Health and Self Care - Early Learning Goal:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The knowledge and skills needed to achieve these outcomes are taught mostly through children playing and exploring during continuous provision times in the day. Teachers deliberately plan enhanced activities which give opportunity for children to learn through their own discovery. Some elements of PSHE are taught through weekly 30-minute teacher-led lessons which link to half-termly units such as: Rights and Responsibilities; Feelings and Emotions; Keeping Safe; Healthy Lifestyles; Taking Care of the Environment; and Growing and Changing.

KS1/ KS2:

- A new PSHE topic is taught each half term based on the whole school programme of study
- PSHE is taught once most weeks, where possible by the class teacher

Effective teaching of PSHE:

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019) school teachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only facilitate the memorising of information, but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times.

Principles of Instruction:

1. **Daily Review** - lessons begin with a short review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** - recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** - teachers need to ask large numbers of questions to check for understanding
4. **Provide models** - a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** - give time to guide student practice supported by modelling, corrective feedback and re-teaching where gaps remain.
6. **Check for student understanding** - teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).

7. **Obtain a high success rate** – teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).
8. **Provide scaffolds for difficult tasks** – temporary aids may be required to support children in developing a level of independence but are withdrawn at the right point so that pupils don't become reliant upon them.
9. **Independent Practice** – here teachers need to construct learning so that students are able to do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for appropriate levels of success to be secured
10. **Weekly and Monthly Review** – to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

Questioning Strategies used at Parkland Primary School:

- How do you know? Justify Why?
- What's the same? What's different?
- Mathematical Superheros: Captain conjecture, Ace organiser, Canine the Convincer, The Classifier, The Specialiser, The Visualiser and Excellent Expressor
- Think – Pair – Share
- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, high quality answer)
- Agree, Disagree, Add your own... (to structure class discussion around a question)
- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need of disability, we will do our very best to ensure we meet that child's individual needs when accessing the PSHE curriculum. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. In some cases, where the demands of the curriculum may be too much, this may involve the use of PIVATS targets to track small step progress for this child or differentiation within the classroom environment to meet the needs of that child.

Impact

Assessing Progress

Formative Assessment:

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe the children during lessons. Teachers may also use regular formative assessment in lessons through strategies such as questioning, regular retrieval practice, quizzing, independent learning tasks and assessment of work in books and feedback to assess progress.

Summative Assessment:

Assessing long-term learning:

Knowledge and skills for PSHE, will be sequentially re-visited and built upon due to the coherently planned and sequenced progression mapping across the school. Teachers will assess prior learning before starting a new topic and build knowledge and skills year-on-year in line with the scheme of work taught.

We will know that our PSHE and citizenship provision is successful when...

- children are engaged and active in their learning
- PSHE and citizenship is an integral part of a broad and balanced creative curriculum
- the skills and knowledge that the children have are age related or better
- all children demonstrate developing awareness and consideration of themselves and those around them
- all members of the school community work responsibly together.

References:

Rosenshine. B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*, 36 (1) p12-19.

Sherrington, T. and Caviglioli, O. (2019) *Rosenshine's Principles In Action*.

The Learning Scientists (2016). [Posters and Blogs]. Available at: <https://www.learningscientists.org> [Accessed 6 Sep. 2019].

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