



Anston Hillcrest Primary School

OUR CORE VALUES ARE Respect, Resilience, Teamwork and Kindness

PSHE Policy

KEY DRIVERS	READING	CREATIVITY	LOCAL AND GLOBAL CITIZENSHIP
INTENT	<p>At Anston Hillcrest, all pupils are taught PSHE, which is more crucial now than ever for children in our school and globally. In line with one of the school's key drivers of local and global citizenship the PSHE learning we have in school shows children real life issues as well as issues that change their outlook on the world and challenges them to make a difference. Through their PSHE learning, pupils will be able to express their ideas and thoughts both in speech and in writing and as per our key driver of reading a lot of the work we do in PSHE is done through the use of reading different texts and using those texts to support ideas and thoughts putting reading again at the heart of all we do. Relationships Education and Health Education is taught to empower children with the knowledge to make informed decisions about their well-being, health and relationships. They are taught to understand the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society. Another one of our key drivers is emotional wellbeing whereby we want children to have a good mental health. This subject is crucial to that driver. The Jigsaw scheme we use is fantastic at supporting this in so many ways. Children have time to be calm, reflect, think, feel and understand all their emotions which is so vital to being able to deal with them and manage their emotions in a healthy way. This scheme looks at ways children can develop strategies for their mental health, self-regulation, being kind and respectful to themselves and to others which links to our school values of kindness and respect as well as teamwork and resilience. PSHE is such a vital topic for children and covers all of our drivers and values in so many ways. We have a true passion for this subject at Anston Hillcrest and the intent is that this passion and importance is seen and felt within school and with the children.</p>		
Underpinned by...	<p style="text-align: center;">High Expectations</p> <p>All children are expected to succeed. Teachers are clear with all pupils about what the expectations are and what they expect children to know and remember. Children take pride in their work and produce high quality pieces. Weekly certificates are awarded to show which children have been demonstrating the learning from those sessions to create importance of this subject not just in the lesson but throughout their whole time in school .</p>	<p style="text-align: center;">Modelling</p> <p>When teaching PSHE our class charter is always referred to so that children can see how to behave and what the expectations are for these sessions. Throughout their time in school no just in the lesson staff act as role models and encourage children to do and say the right thing at all times, not just in standalone lessons.</p>	

<p>IMPLEMENTATION</p>	<p>Planning The PSHE sessions are taught using the JIGSAW scheme of learning which is expertly mapped to ensure alignment with the National Curriculum content as well as the new guidance and requirements schools have to follow in the teaching of PSHE. This scheme is clearly set out so that a whole school approach can be followed meaning that all classes will follow the same jigsaw “piece” at the same time just on differing levels. There are assemblies to raise awareness of this throughout school and weekly awards to ensure that the behaviours and attitudes taught in these sessions are becoming a way of life for the children not just a standalone session.</p> <p>Frequency of teaching PSHE is taught once per week for an hour in each class, this can be taught by the teacher or the member of staff covering during PPA etc.</p>	<p>Assessment At the end of each session, formative assessment takes place to identify which children have felt comfortable and understood this session. They self-reflect on how they found that learning and have opportunity to discuss any areas they had confusion or struggle.</p>
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<p>IMPACT</p>	<p>OUTCOMES At the end of each year, we expect the children to understand the topics covered as set out in the Long Term Plan for each year group. This includes being able to speak about their learning and what impact this has had on them and their life.</p>		<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about PSHE and understand the importance of this subject.</p>	<p>INCLUSION All pupils are able to access the PSHE curriculum at a level appropriate to their needs. All children are able to make progress in PSHE, according to their full potential.</p>
<p>MONITORING</p>	<p>Assessment Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers identify those who have not met expectations and ensure that gaps are covered and area consolidated during the next unit.</p>	<p>Books Book moderation and monitoring of outcomes is used to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners.</p>	<p>Planning LTP outlines the intent for PSHE and gives a clear projection of outcomes. The curriculum is adapted to be inclusive for all. The Subject leader evaluates coverage and provides support where required.</p>	<p>Observation Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.</p>