



We Care, We Aspire, We Belong.

Milverton Community Primary School **Personal, Social, Health, Relationships & Economic** **Education Policy 2022**

Rationale

At Milverton Community Primary School, the intent of our PSHRE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become healthy, independent and responsible members of society who understand how they are developing personally and socially. It will give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to the school life and the wider community.

Aims

Our PSHRE curriculum aims to develop children's knowledge and skills in the following areas:

- Health & Wellbeing
- Relationships
- Living in the Wider World

Curriculum Organisation

Our PSHRE curriculum has been carefully planned and adapted to create a curriculum that engages and excites all our learners, whilst ensuring full coverage of the statutory requirements. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding.

There are three main phases to our planning: the long-term overview, medium-term quest plans and short-term unit plans. The long-term Curriculum Overview for PSHRE shows the areas that are studied across the school from Year 1 - Year 6. In this way, we can plan to strengthen understanding and deepen knowledge of key concepts. Our curriculum focuses on six main themes.

Autumn1 – Our Happy School (New Beginnings)

Autumn 2 - Out and About (Getting On & Falling Out / Say No to Bullying)

Spring 1 - Looking Forward (Going for Goals)

Spring 2 - My Friends and Family (Relationships)

Summer 1 - Healthy Bodies, Healthy Minds (Good to be Me)

Summer 2 - Ready, Steady, Go (Changes)

Approaches to Teaching

At Milverton Primary School, the emphasis is placed on PSHRE being blended seamlessly into everyday school life in order to maximize the impact of acquiring essential knowledge. The school values (created collaboratively using pupil and staff perspectives) of **WE CARE, WE ASPIRE** and **WE BELONG** are woven into the daily routines at Milverton Primary School. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. school special events such as anti-bullying week, charity events, Hello Yellow day. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, fire officers and representatives from the local churches, whom we invite into the school. We use the School Code for behaviour, which promotes a culture of positive mutual respect, responsibility, calmness and kindness. This is reinforced in assemblies, classrooms and all other opportunities throughout the school day. All staff are encouraged to develop a range of flexible, active learning methods.

School Council and Positions of Responsibility

The School Council at Milverton Primary School is made up of pupils from Years 1 – 6. The pupils are selected through a democratic process, where the pupils put themselves forwards as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school.

There are various other roles the children hold within the school. At the beginning of the year, pupils are encouraged to apply for roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important leadership positions of House Captains, Playground Leaders, Buddies and Sport Leaders. Whilst pupils from across the school are encouraged to apply for Eco Committee and Digital Leaders.

Early Years Foundation Stage

We teach PSHRE in Early Years as an integral part of the Personal, Social and Emotional Development (PSED) covered during the year. We relate this side of the children's work to the objectives set out in the Early Years Statutory Framework, which underpin the curriculum planning for children aged 0 to five. PSHRE makes a significant contribution to developing a child's self-regulation, ability to manage self and building relationships.

Curriculum Management

The PSHRE Curriculum is managed by the subject coordinator. The role of the PSHRE coordinator is: to be responsible for the operation of this policy; to monitor and review PSHRE planning; to act as a consultant for teachers and other members of staff regarding planning, resources, curriculum changes, and educational visits; to disseminate key information in regards to developments in PSHRE education; to ensure the agreed curriculum is covered appropriately across the school and to be responsible for standards, feeding relevant information back to the SLT for information and/or action.

Assessment and Reporting

We assess children's work in PSHRE by making informal judgements as we observe them during lessons. Each class has a floor book to collect and record what the children say and the conversations that inform their learning. Recording the child's voice emphasises the importance of talk in PSHRE. There may also be examples of work in the floor book to show further evidence of learning. Reports to parents are completed during the academic year

with a specific focus on each child's individual personal and social development.

Monitoring

The PSHRE coordinator monitors progress and attainment through looking at the floor book, teacher planning, pupil conferencing, learning walks and lesson observations. The PSHRE coordinator creates a yearly subject action plan and review that is fed back to SLT. This policy document will be reviewed every 3 years to assess its value as a working document.

British Values

Through PSHRE, assemblies and other subjects, we will introduce children to the backgrounds and beliefs of other cultures and faiths thus enabling prejudice and misunderstanding to be overcome at an early age. The DfE has issued guidance about 'British Values' being taught in schools. The following is an excerpt from that guidance:

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC (spiritual, moral, social and cultural provision).'

SEND and Inclusion

Consideration is given to all the needs of the children including children with learning difficulties, children with physical difficulties and children with emotional complexities. For gifted, talented and more able children, teachers will provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community. As far as is appropriate, pupils with special educational needs should follow the same PSHRE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

Equal Opportunities

Our aim is to give all pupils an equal opportunity of receiving high quality PSHRE regardless of physical or mental ability, race, gender and social circumstances. The coordinator monitors curriculum materials for racial and gender stereotyping. When planning lessons, staff pay close attention to detail for example of the roles boys and girls carry out in role-play and ensure chosen books reflect a multicultural society. Throughout the teaching of PSHRE, explicit teaching and learning about discrimination and stereotyping takes place.

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Review Date: November 2025

This policy should be read in conjunction with the following associated policy:

- **RSE Policy**