



PSHE Curriculum Policy

Intent

Personal, Social and Health Education is integral to all that we do at Baguley Hall Primary school. Our teaching of PSHE allows pupils to develop into well-rounded and successful members of society with the resilience to overcome and 'bounce back' from life's challenges?

We deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. We provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. 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. Moreover, our pupils are encouraged to develop their resilience. We encourage all of our pupils to stick at challenging tasks and to look for opportunities to develop their life skills further. Beyond our documented curriculum, the school's values of resilience and treating others as we wish to be treated provide a culture that contributes equally towards the pastoral development of our children. Therefore, our teaching approach places great emphasis upon kindness and compassion: group work is a key element of all classrooms in order for our children to practise treating each other with care and respect.

Implementation

Our overall curriculum is designed to directly support the pastoral education of our pupils as well as the academic outcomes that the school aims for. Each year group teaches PSHE for an hour each week, some year groups split this hour into two 30-minute sessions. Lessons are taught by teachers however on occasion (when timetables) colleagues from Manchester Healthy Schools may teach sessions as part of our ongoing CPD. The school primarily uses resources and lesson plans from Manchester Healthy Schools scheme of work (currently in draft form). When the lesson plans have been distributed to school from Manchester Healthy Schools, the PSHE Coordinator and the SENDCo will work together to edit/fine tune lessons to meet the needs of our Baguley Hall children. In addition to the Manchester Healthy Schools scheme of work, our school has selected lessons from 'Sustrans Big Pedal', 'The Daily Mile', 'The Ned Show', 'BNF', 'UNICEF', and 'Place2Be' to ensure that our pupils have a well-rounded PHSE education that bespoke meets the needs of our pupils. Baguley Hall also takes part in many national events such as Anti-bullying Week, Mental Health Awareness Week, Black History Month, E-Safety Week, Road Safety Week and Careers Week. Activities and assemblies are used as part of these events and usually split into KS1 and KS2 to support progression. Our curriculum also makes links between our academic aims and the modern world in which our children find themselves, empowering them to operate positively, independently and safely within it. A CPD timetable has been developed in order to support teaching staff with approaching controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching. Support is continuously available through PSHE drop in sessions for NQT, RQT and all staff to access for support when needed. As well as this, teacher questionnaires are collected annually (taken from the PSHE Association) in order for the coordinator to plan CPD opportunities as appropriate. PSHE information is available on our website for parents to access. Parents can speak to teachers during parent evenings to discuss progress.

Impact

The delivery of PSHE is monitored by Vanessa Williamson through:

- Pupil Voice Surveys are used to assess knowledge of how to stay safe and emotionally confident within the school.
- Book looks are used to ensure that the children are benefitting from PSHE lessons weekly and are able to discuss how they are doing and what they need to do to improve.
- Assessment data supplied by teachers. A task is completed by the children following each unit (saved in T Only). Teachers assess using the following key against the unit objectives for each child after they have marked each end of unit task: ^ Exceeding expectations > meeting objectives x not meeting objectives.
- Following the collection of the data, the PSHE Coordinator will analyse this data and put appropriate CPD and monitoring in place to make progress on the areas that require development.



PSHE Curriculum Policy

British Values, Peace Mala and Rights Respecting School

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. The PSHE curriculum, Peace Mala, Right Respecting School and British Values are all interwoven and work in harmony to provide our children with the skills they need to become a tolerant, empathetic, resilient young people. The teaching of Relationships Education and Living in the Wider World topics fully support British Values, Peace Mala and Rights Respecting Schools ethos and key themes. Children learn about different faiths, cultures and backgrounds to their own and the issues that surround them. Children also learn how to learn and play alongside each other in a fair and kind way; treating others as they wish to be treated. PSHE, BV and RRS work together to support our children in these areas.

In Key Stage 1 children begin to explore their immediate relationships with family and learn about similarities and differences between people and that these are a positive things. Children also explore what is fair, unfair, kind and unkind. Whilst learning about the wider world, children begin explore rules, money and their environment.

In Lower Key Stage 2 children build upon previous years. They focus on personal space (unwanted space), healthy relationships and respect. Equality is also a focus as well as discussing diversity including LGBT+ and gender roles. Children start to look at the differences between British and Global communities.

In Upper Key Stage 2, children explore the different relationships they can have in their lives and how to navigate these with respect and dignity. Children learn what happens in loving relationships and build upon previous knowledge. Whilst looking at the wider world the UKS2 children focus on Fair Trade and Sustainability; building upon their enterprise skills.

EYFS

In the Early Years Foundation Stage the PSHE learning is concerned with wellbeing – knowing who they are, where they fit in and feeling good about themselves. It is also about developing respect for others, social competence and a positive disposition to learn.

In our EYFS the children work towards 'Development Matters' objectives. Cross-curricular topics are planned, usually 3 weeks to a half term in length, and all activities are based around a book as the main theme. Teachers plan activities for each week and link the activities to each stage and the ELG for the end of Reception. Each of the skills that are taught fall under the following headings and progress from stage to stage:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships.

From 30-50 months children are taught and encouraged to be confident around peers and adults, to be aware of feelings and know how their actions can affect others and how to play in groups. In stage 40-60 these develop to speaking confidently to others, awareness of boundaries and initiating conversations and listening to others. These skills are built upon further in the ELG where children develop their ability to tackle new activities with confidence; discuss their own and others behaviour and understand consequences, and building positive relationships by playing cooperatively.

Children are supported in their learning with plenty of different materials and resources for them to choose from and get them working together to build things, solve problems and create things. Most importantly, promote sharing and turn-taking.

Teaching and Learning

Across the whole school, there are five key learning strands that the children will explore over the course of their education at Baguley Hall:

- Relationships Education
- Mental and Emotional Health
- Keeping Safe- UIP and Drugs and Alcohol



PSHE Curriculum Policy

- Healthy Lifestyles
- Living in the Wider World

Pupils will focus on each area during a half term. The strands are built upon year upon year and develop the children's skills and deepen their understanding of each area. Each strand will be supported following guidance from national charities such as Mind and Young Minds, following national awareness days such as Children's Mental Health Day. Assemblies around these key dates will also be used for the whole school to support the PSHE lessons taking place throughout school. Support is to be given from Manchester Healthy Schools who have supplied the lesson plans. The PSHE Coordinator works closely with the team and is able to ask for support on each area, whether it be training or assemblies, visitors in school as a when needed.

Assessment

Assessment data is supplied by teachers. A task is completed by the children following each unit (saved in T Only). Teachers assess using the following key against the units objectives for each child after they have marked each end of unit task: ^ Exceeding expectations > meeting objectives x not meeting objectives. Following the collection of the data, the PSHE Coordinator analyses this data and puts appropriate CPD and support in place to make progress on the areas that require development.

Equal Opportunities and Inclusion

At Baguley Hall Primary school 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All pupils are entitled to access the PSHE curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure topic relevance to all individual learners.

"Your present circumstances don't determine where you can go; they merely determine where you start."

(Nido Quebin)

April 2020

Date of Review April 2022