



Walton & Lees Hill C of E Primary School

Personal, Social & Health Education (PSHE) Policy

POLICY ADOPTED BY FULL GOVERNING BODY: April 2023

Name: Mary Alston

Position: Chair of Governors

Next Review Date: April 2025

Aims and Objectives

Walton & Lees Hill Church of England Primary School is committed to providing a broad and balanced curriculum to enable all children to achieve personal excellence in all areas of the curriculum in challenging and supportive environment.

We aim for all of our pupils to:

- Achieve the highest possible standards in Personal, Social & Health Education (PSHE) and Relationships and Sex Education (RSE) in a physical environment best suited to their needs
- Acquire knowledge, confidence, skills and attitudes relevant to the changing world in which we live and a desire to learn about PSHE and RSE and enable them to achieve their individual potential
- Experience, participate in and lead daily worship articulating and celebrating Christian values in day-to-day school life and reflecting on the feelings these experiences elicit
- Develop an understanding and appreciation of social and cultural diversity in the community and in respect for others
- To create an environment where children develop self-respect, healthy attitudes to life choices and build self esteem

Role of Pupils

Children will be expected to work in a variety of environments, individually and with others. Interaction and co-operation is expected and fostered by children working together on different sized projects, discussing and learning together, experiencing different learning styles, producing work for different audiences, evaluating and improving projects through reflection to raise standards and achieve success together. Experiences in PSHE and RSE are provided in line with our equal opportunities policy.

Role of Staff

The school uses the national curriculum for PSHE and RSE as the basis of its curriculum planning. All teachers work together to ensure a well-planned curriculum with meaningful cross curricular links to the wider, modern world. Long term, medium term and short-term planning will ensure progression and coverage.

Children's work is assessed in PSHE and RSE in line with the marking and assessment policy. Continued Professional Development of staff teaching PSHE and RSE is linked to the school improvement plan, budget setting and individual performance management. Teachers of PSHE and RSE are responsible for managing all aspects of the resources to enable the school to fulfil its agreed aims.

Role of Parents/Carers

Links with the wider world and parental involvement are actively sought. Parents and carers will be given opportunities to attend curriculum evenings and receive relevant information in order to support their child's learning outside of school. Parents are consulted on/ informed about new initiatives and ideas and their opinions are sought. Their views and opinions are sought through regular Parental Consultation Evenings whereby 2-way dialogue assists staff in assessing impact of provision and learning throughout the PSHE

curriculum.

Parents will be expected to support children with their PSHE learning. They have a responsibility to be proactive in supporting their child's learning by exploiting opportunities to enrich children's understanding of the world. They should support their child in homework tasks as appropriate for their age.

Monitoring and Review

The teachers of PSHE and RSE are responsible for monitoring standards in PSHE and keeping the head teacher informed: lesson observations, work scrutiny, monitoring of pupil tracking and target setting will be used to inform future teaching plans, continued professional development and curriculum development. Strategies for continued improvement will be identified in the School Improvement Plan.

Role of Governors

It is the responsibility of the governing body to monitor the effectiveness of this PSHE policy. The governing body does this by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- Requiring the Headteacher to either report to governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity in PSHE, or issues from parents, staff or pupils.

This policy will be reviewed by the Governing Body bi-annually, or sooner, as required.

