



PSHE Policy

Staff Responsible:	Miss Abbi Hutchinson
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Teaching and Learning in PSHE

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared, and next steps are actioned.

Delivery of PSHE

PSHE is timetabled to be taught once a week across the school for half an hour (minimum). Our PSHE curriculum is supported by Jigsaw – the mindful approach to PSHE. Elements of PSHE and Personal Development is integrated throughout each curriculum area and is further supported during weekly assemblies using Picture News.

Lesson Content

In support of foundational understanding of PSHE, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- **What is statement** – As each PSHE lesson commences, children will be reminded of the definition of the subject – “PSHE is learning to live a happy, healthy, and independent life, with an understanding of the world around us.” They are also reminded of the British Values, with statements that support the children in their understanding of each value and how it is relevant to their lives.

- **Key vocabulary** – Relevant and focused vocabulary for the lesson is shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment, and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence PSHE effectively, the following strategies have been implemented: -

- Reception > Year 6 – Class PSHE Floor book and Earwig
- PSHE lessons in the front of floor books, school wide PSHE days in the back
- Assemblies and discussions recorded in assembly floor book

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback will be verbal and can be in the lesson or at a more appropriate time, depending on the child.

At the end of each half term, an assessment task is set (Piece 6) to monitor each child's knowledge and understanding of the topic.

Children 'working significantly below' national curriculum expectations are noted under the relevant working plan, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are 'working significantly above' national curriculum aims are noted to highlight real flare between class teachers and subject leaders.