Town Close School PSHE Policy

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1. Purpose of the policy

This policy reflects the aims and values of Town Close School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

ο Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
ο Demonstrate curriculum objectives and guidelines
ο Provide clear information to parents and carers about what their children will be taught
ο Allow the governing board to monitor the curriculum

This policy will be available on our school website (www.townclose.com).

2. Subject vision

The *Personal, Social, Health* and *Economics* (PSHE) curriculum is strongly underpinned by the values of Town Close Way to give pupils the knowledge, skills and attributes they need to lead happy, healthy and safe lives both now and in the future. PSHE gives our children the knowledge, skills and understanding to become informed, active and responsible citizens of the wider world.

3. Aims and outcomes

Vision: Our North Star

To become a beacon for education for 3-13 year olds, which enables all of our pupils to shine and guides them towards their brightest future.

Misson: Our Quest

To make the most out of every moment in guiding our children to not only become great pupils, but more importantly great people.

Values: The Town Close Way

These values act as a signpost for both children and adults across all of their endeavors at School.

Our aim at Town Close is that everyone:

- Cares for our School and wider community
- Acts positively, honestly and with ambition
- Respects themselves and others
- Enjoys and celebrates learning
- Supports others to be their best

PSHE is taught through a spiral curriculum that builds upon prior knowledge and age-appropriate information in a careful, unbiased and sensitive way. A robust PSHE curriculum underpins our pupils' emotional, social and academic development.

PSHE is delivered through three main strands which address the learning objectives set out in the PSHE Association Programme of Study: 'Relationships,' 'Health and Wellbeing,' and 'Living in the Wider World.'

- The 'Relationships' education strand embeds the values of positive relationships in our pupils, promoting inclusion and respect in every aspect.
- The 'Health and Wellbeing' strand aims to give pupils knowledge and strategies to safeguard their own physical health and emotional well-being. This strand also explores a range of ways in which pupils can safeguard themselves in the world, including online.
- The 'Living in the wider world' strand explores what it means to be a member of a community. Pupils will also learn about money, careers and UK politics.

These strands of are taught simultaneously throughout the school in order that key issues and themes can be reinforced in assemblies and in communication with parents. There is significant overlap between each strand, which allows teachers to reinforce key learning through the year as issues and questions arise.

4. Teaching and learning

PSHE is taught by the class teacher in Years 1-2, and by the PSHE lead and other department teachers in Years 3-8. Lesson plans are based around the subject's long-term plan and resources are available on the staff shared drive. Lessons are adapted by the teacher to suit the stage of development for the pupils in each class. Lessons are timetabled, recognising that this is the most effective way to deliver PSHE education. Progression is ensured through the use of a spiral curriculum.

The teaching of PSHE might involve:

- ο Whole-class teaching
- ο Small group discussions
- ο Using scenarios and characters to explore issues
- ο Debates
- ο Individual projects/research
- ο Role play
- ο School trips
- ο External speakers
- ο Creative design tasks

The above list is not exhaustive and is adapted by teaching staff.

5. Curriculum overview

5.1 Early Years Foundation Stage (EYFS)

The key areas of learning and development as set out in the EYFS Statutory Framework are: **Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world and Expressive arts and design.**

Learning in these areas will provide a solid foundation for PSHE learning in subsequent years.

5.2 Key Stage 1 (Years 1 and 2)

In Years 1-2, we allocate 60 minutes of curriculum time to PSHE education over two weeks. Our provision is further enriched by assemblies and Bird Family Meetings, where the themes of the Town Close Way are explored.

5.3 Key Stage 2 (Years 3 to 6)

In Years 3-6, we allocate 90 minutes of curriculum time to PSHE education over two weeks. Our provision is further enriched by assemblies, house meetings, form time and in tutor groups. The values of the Town Close Way are explored here and in class.

5.4 Key Stage 3 (Years 7 and 8)

In Years 7-8, we allocate 60 minutes of curriculum time to PSHE education over two weeks. Our provision is further enriched by assemblies, house meetings, form time and in tutor groups. The

values of the Town Close Way are explored here and in class. Roles of responsibility are given to pupils, allowing them to learn more about core values.

5.4 Programmes of study

	Autumn term	Spring term	Summer term
EYFS	The planning of activities and experiences around the key areas of learning and development: **Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world and Expressive arts and design.** Learning in these areas will provide a strong foundation for PSHE learning in subsequent years. PSHE is woven throughout daily routines, play and interactions. Children learn to build positive relationships, make healthy choices and manage their own self-care. Children learn to manage their emotions and regulate their behaviour. Children learn about oral health and are shown how to care for their teeth. The Town Close Way supports their developing resilience, empathy sense of belonging.		
Year 1	**Belonging to a community** What rules are; caring for others' needs; looking after the environment. **Respecting ourselves and others** How behaviour affects others; being polite and respectful **Families and friendships** Roles of different people; families; feeling cared for **Safe relationships** Recognising privacy; staying safe; seeking permission, naming body parts	**Keeping safe** How rules and age restrictions help us; keeping safe online **Media literacy and digital resilience** Using the internet and digital devices; communicating online **Growing and Changing** Recognising what makes them unique and special; feelings; managing when things go wrong	**Physical health and Mental wellbeing** Keeping healthy; food and exercise, hygiene routines; sun safety **Money and work** Strengths and interests; jobs in the community
Year 2	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community **Respecting ourselves and others** Recognising things in common and differences; playing and working cooperatively; sharing opinions **Families and friendships**	**Keeping safe** Safety in different environments; risk and safety at home; emergencies **Media literacy and digital resilience** The internet in everyday life; online content and information **Growing and Changing** Growing older; naming body parts; moving class or Year group	**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help **Money and work** What money is; needs and wants; looking after money

	Making friends; feeling lonely and getting help **Safe relationships** Managing secrets; resisting pressure and getting help; recognising hurtful behaviour		
Year 3	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities **Respecting ourselves and others** Recognising respectful behaviour; the importance of self-respect; courtesy and being polite **Families and friendships** What makes a family; features of family life **Safe relationships** Personal boundaries; safely responding to others; the impact of hurtful behaviour	**Keeping safe** Risks and hazards; safety in the local environment and unfamiliar places **Media literacy and digital resilience** How the internet is used; assessing information online **Growing and Changing** Personal strengths and achievements; managing and reframing setbacks	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings **Money and work** Different jobs and skills; job stereotypes; setting personal goals
Year 4	**Belonging to a community** What makes a community; shared responsibilities **Respecting ourselves and others** Respecting differences and similarities; discussing difference sensitively **Families and friendships** Positive friendships, including online **Safe relationships** Responding to hurtful behaviour; managing confidentiality; recognising risks online	**Keeping safe** Medicines and household products; drugs common to everyday life **Media literacy and digital resilience** How data is shared and used **Growing and Changing** Personal identity; recognising individuality and different qualities; mental wellbeing	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care **Money and work** Making decisions about money; using and keeping money safe
Year 5	**Belonging to a community** Protecting the environment; compassion towards others **Respecting ourselves and others** Responding respectfully to a wide range of people; recognising prejudice and Discrimination **Families and friendships**	**Keeping safe** Keeping safe in different situations, including responding in emergencies, first aid **Media literacy and digital resilience** How information online is targeted; different media types, their role and impact	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies **Money and work** Identifying job interests and aspirations; what influences career choices; workplace stereotypes

	Managing friend- ships and peer influence **Safe relationships** Physical contact and feeling safe	**Growing and Changing** Increasing independence; mental wellbeing Puberty and personal hygiene	
Year 6	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes **Respecting ourselves and others** Expressing opinions and respecting other points of view, including discussing topical issues **Families and friendships** Attraction to others; romantic relationships; civil partner-ship and marriage **Safe relationships** Recognising and managing pressure; consent in different situations	**Keeping safe** Keeping personal information safe; regulations and choices; drug use media **Media literacy and digital resilience** Evaluating media sources; sharing things online **Growing and Changing** Puberty including periods Human reproduction and birth; increasing independence.	**Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement **Money and work** Influences and attitudes to money; money and financial risks
Year 7	**Belonging to a community: Values and UK politics** Recognising, clarifying and challenging core values British political parties Democracy **Friendships and diversity:** Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online	**Keeping Safe: Substances:** Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use **Relationships:** Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	**Physical health and Mental wellbeing: Healthy lifestyles:** Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services **Careers:** The world of work and young people's employment rights; Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence
Year 8	**Belonging to a community** Recognising, clarifying and challenging core values Understanding the honours system. **Friendships and managing influences:** Managing social influence, peer pressure and peer approval;	**Keeping safe:** **First aid** First aid including CPR and defibrillator use; Personal safety including travel safety **Relationships:** Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations;	**Physical health and Mental wellbeing** Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others

	Strategies to manage pressure to conform within a group and in relation to substance use.	(**Introduction to contraception and sexual health).	**Moving forward:** Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change **Economic wellbeing:** Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation

6. Cross-curricular links

PSHE shares links with the following subjects:

English

Children are involved in speaking and listening, group discussion, debate and interaction, drama, reading and writing activities that enable them to develop the knowledge, skills and understanding necessary as they prepare to play an active role as citizens.

Mathematics

Children use and interpret data, make decisions and solve problems.

Science

Factual knowledge about living things and health are an integral part of PSHE and citizenship as is the collection of evidence and investigation.

Foreign Languages

Knowledge of a diverse range of people embeds a culture of respect and promotes an inclusive attitude.

History

Children learn how the past influences the present, what earlier societies were like, and about the ideas, beliefs, attitudes and experiences of people in the past. This can influence their personal choices, attitudes and values as members of society.

Geography

As they learn about places and environments, including the school and its immediate locality, they begin to understand the diversity of cultures and identities in the UK and the wider world.

Religious Education

Children reflect on the spiritual, moral, social, and cultural issues of other people as well as themselves through their knowledge of Christianity and comparative religions in the UK and the wider world.

Art and Design and Technology

These subjects offer opportunities for the children to be involved in collaborative projects in school and the wider community, and they learn how art, craft and design are part of the local, national and

global communities to which they belong. It promotes personal expression, reflection and emotional development and teaches them the importance of health and safety.

Music

This subject also promotes personal expression, reflection and emotional development and is an integral part of culture, past and present. It can help children to understand themselves and how to relate to others. It forges links between home, school and the wider communities to which the children belong and promotes well-being and inter-personal skills.

Games and P.E.

This area of the curriculum promotes a healthy lifestyle, self-reliance, self-discipline, social responsibility and spirit of adventure. The children learn to value and be sensitive to individual differences and to take part as members of groups or teams. It provides opportunities for the children to be involved in the community beyond the school and to develop an understanding of how to succeed in different situations, reflecting on and learning to evaluate and recognise their own success and the successes of others.

Computing

Pupils explore how they can reduce risks and stay safe online.

7. Assessment and recording

7.1 Assessment

Town Close School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. Further details can be found in our school Assessment Policy. Specific details for PSHE are outlined below.

Formative assessment and Summative assessment

Formative PSHE assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. There is no formal, summative assessment process in PSHE. Instead, ongoing formative assessment takes place in order to support the children best in their understanding. This may take one of the following forms:

- Baseline assessments as deemed appropriate
- Personal reflections
- Self-assessment and peer-assessment
- Monitoring pupil's knowledge, skills and understanding through group or individual presentations or role play tasks
- Monitoring and assessment of individual exercise books
- Monitoring and assessment of the whole class PSHE book
- Noting pupil's contributions to discussions and debate
- Creative tasks such as posters, pamphlets or instructional articles

Self-assessment

Pupils, individually and with their peers, are given opportunities to reflect on their understanding. Pupils can share reactions, responses and opinions and start to make sense of their experiences in

relation to themselves and others. Pupils are encouraged to draw conclusions about their own strengths and weaknesses and those of the group as part of self and peer assessment.

Marking
Children receive regular feedback on written work, and marking follows the school's Feedback Policy. Pupils receive informal verbal feedback in relation to the learning objective when working in groups.

7.2 Recording

Pupils work is recorded in the following ways:

- On Tapestry in EYFS
- In individual Exercise Books
- In the child's individual Google Drive
- In the class PSHE book (Years 1-6) and on the Shared Drive (Years 7-8)

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

Planning and teaching of the PSHE curriculum is informed by the PSHE Association Program of Study. Resources to support the delivery of the PSHE curriculum have been drawn together from a range of external providers, including the PSHE Association itself and organisations that are largely endorsed by them. The School uses resources from Discovery Education UK specifically for the 'Relationships' and 'Health' aspects of PSHE.

8.2 External speakers, local museums, trips

Pupils take part in a range of trips and experiences in order to enhance their understanding of the PSHE curriculum. These experiences may include a trip to the Crucial Crew experience in Year 6, and a trip to the Houses of Parliament in Years 7 and 8.

It is recognised that visitors to the classroom bring their expertise and experiences to enrich pupils' learning. The teacher will ensure that any input from visitors is part of a planned, developmental programme rather than a substitute for it. The School will carefully review materials provided by any visitor or external organisation for suitability, in line with our Safeguarding Policy. Visitors may include representatives from a range of careers for our biannual 'Future Ready' event and a representative from Childnet to talk about staying safe online.

9. Roles and responsibilities

9.1 Senior Leadership Team

The Senior Leadership Team at our school will:

ο Support the subject leader but also hold them to account for the effectiveness of the subject
ο Support staff through the provision of training and resources
ο Monitor the planning and delivery of the subject

o   Ensure the requirements of the National Curriculum are met

o   Ensure this policy is reviewed according to the timescales set out

9.2 Head of Department

The Head of Department at our school will:

o   Prepare and review subject policy and curriculum plans

o   Promote the study of the subject throughout the school

o   Monitor the teaching and assessment of the subject

o   Attend appropriate CPD

o   Stay informed regarding developments in the study and teaching of the subject

o   Evaluate resources

o   Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally

o   Assess the impact of the subject curriculum on pupils' learning and development

o   Make presentations to governors on the subject and how it is being taught

9.4 Classroom teacher

Classroom teachers at our school will:

o   Teach and assess the subject according to the principles laid out in this policy

o   Report to the subject leader

o   Maintain subject knowledge and appropriate CPD

9.5 Parents

We recognise that PSHE is strongest when there is good communication and collaboration between school and home. We are committed to working closely with parents and carers to ensure PSHE provision is relevant and reflects the needs of our community. Parents and carers are informed and consulted about any policy change through written communication, and the PSHE and RSE policies are available on the school website. We offer support and encourage discussion of sensitive topics at home by keeping parents informed about what children are learning about. Parents and carers have regular opportunities to talk about PSHE provision and to view PSHE curriculum materials at parent teacher meetings.

There is no right for parents to withdraw their children from any aspect of PSHE education, except sex education taught as part of RSE. Details of this can be found in the RSE policy.

The parent community at our school will:

o   Make sure their children are prepared for learning

o   Endeavour to explore issues raised in PSHE lessons through discussion at home.

10. Inclusion

PSHE lessons promote the needs and interests of all pupils, with due regard for protected characteristics. Teachers are aware of the range of backgrounds and experiences of the pupils in their class and make sensitive adjustments to lessons accordingly. Teachers are trained to recognise

the need to establish a safe learning environment, where pupils are not put at risk of emotional harm. Where pupils have been identified as being vulnerable and at risk, they are signposted to effective support. Planning and teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that they can all fully access PSHE provision.

Teachers adjust planning so that pupils with SEN and/or disabilities can participate in PSHE lessons, wherever possible, and ensure that there are no barriers to every pupil accessing the learning objectives at their own level.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PSHE, for example through clear explanation of vocabulary and by using technology to support understanding.

Teachers set high expectations for all pupils in PSHE. They will have high expectations for pupils and plan appropriate work for all pupils, including:

- ο More able pupils
- ο Pupils with low prior attainment
- ο Pupils from disadvantaged backgrounds
- ο Pupils with special educational needs (SEN)
- ο Pupils with English as an additional language (EAL)

Further information can be found in our Inclusion Policy

11. Links to other policies

This subject policy links to the following policies and procedures:

- ο Curriculum policy
- ο Assessment policy
- ο Feedback policy
- ο Inclusion policy
- ο RSE policy
- ο Safeguarding policy
- ο Careers policy

12. Monitoring and review

This policy will be reviewed by the Head of Department every 2 years.

Review date: September 2026
Next review date: September 2027