



Curriculum Policy PSHE

2020-2021

DRAFT

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Contents

1. Curriculum aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Organisation and planning	5
5. Inclusion	5
6. Monitoring arrangements	6
7. Links with other policies	6

Policy Statement

At Water Hall Primary School we believe that Personal, Social and Health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up which ultimately helps them to access the curriculum in all areas.

Personal, Social and Health Education underpins life at Water Hall Primary School and our pupil's attitudes towards themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

We recognise that children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) should be given additional support if required so that they may achieve their full learning potential.

1. Curriculum Aims

We encourage all pupils to consider:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

2. Statutory Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#). We have chosen to follow the National Curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Subject Coordinators and other staff support the Senior Leadership Team in ensuring that the school curriculum is implemented in accordance with this policy.

4. Organisation of the curriculum

PSHE is a non-statutory subject. However, at Water Hall, PSHE is delivered weekly in our school and we follow the National Curriculum.

At Water Hall we:

- Use Jigsaw planning and resources for all pupils throughout the school..
- **EYFS & Key Stage 1-** Children learn about the importance of personal hygiene to maintain good health. Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.
- **Key Stage 2** Children continue to develop an understanding of relationships within a family, between friends and the community and link to different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures (linked to Online Safety too.) Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene (Upper Key Stage 2) Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge (Upper Key Stage 2) (Please refer to SRE Policy also.)

5. Planning

It is the responsibility of the class teacher to plan appropriate and differentiated work for their pupils in the year group(s) that they teach, using the Jigsaw resources.

Planning is based on;

- EYFS Framework
- National Curriculum
- SCHEME- Jigsaw

Short term planning is done weekly and identifies very specifically the learning objectives, differentiated success criteria, the teacher's, teaching assistants and children's roles and activities,

groupings and differentiation with texts in use. This does not have to be on a separate document but can use the planning proforma included in the schemes that we use.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. 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 all subjects.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

School visits, Gov meetings, meetings with pupils, reviewing documents from external consultants
Subject Coordinators and SLT monitor the way subjects are taught throughout the school by:

- Planning scrutinies, learning walks, book scrutinies, conversations, planning meetings, lesson observations, engagement with training services and external consultants etc.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by subject coordinator and SLT. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy should be read alongside other school policies and government guidance including:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Policy
- Special Needs Policy
- Other curriculum policies, including Relationships, Health and Sex Education Policy
- National Curriculum in England
- National Testing Agency documents