



Willow Wood Community Primary School

PSHE Policy

At Willow Wood Community Primary School, we believe that personal, social and health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that Willow Wood Primary School is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos and intertwines a lot of different subjects, driving us forwards in much that we do throughout school.

We encourage our children to take part in a range of practical roles and activities that promote active citizenship: School Council, Eco-Warriors, class and whole school fundraising and engagement in school and local events. Children have opportunities to meet and work with members of the community, such as: health workers, firefighters, police officers, librarians, sports coaches, secondary school pupils, artists, authors, representatives from the local church, mosque and Hackney Council. We participate in, and promote National events such as: Anti-Bullying Week, Children's Mental Health Week, Road Safety Week, Mental Health week & PRIDE month. We are committed to supporting the mental health and wellbeing of all pupils at Willow Wood Primary School and take part in Children's Mental Health Week each year.

Our Inclusion Manager is able to offer children 1:1 children on-top of their PSHE curriculum if the pupil requires the additional support. These sessions will look at the emotions of the child, why they are feeling this way and how they can better manage them.

PSHE is an important part of school assemblies and informs much of the stories and discussions we have; we cover a broad range of topics such as bullying and kindness to diversity and difference to what we can do to support each other during difficult time. The children are encouraged to take active roles in these assemblies, whilst they also get the opportunity to listen to different literature which supports their learning around a broad range of topics.

Objectives (Linked to our Jigsaw Curriculum):

- To develop pupils' self-identity, self-worth and sense of belonging within school and the wider world. (Being Me in My World)

- To promote positive physical and mental wellbeing through healthy lifestyle choices and understanding how to care for the body. (Healthy Me)
- To ensure pupils understand the safe use of medicines and substances, recognise risks and know how to keep themselves and others safe. (Healthy Me)
- To foster resilience, confidence and a growth mindset, celebrating effort and personal achievement. (Dreams and Goals)
- To develop empathy, respect and positive relationships, promoting kindness, inclusion and mutual understanding. (Relationships / Celebrating Difference)
- To support pupils in recognising risk, understanding unsafe situations and knowing how and when to seek help. (Healthy Me / Relationships)

Since September 2020, Relationships Education (primary) and Health Education (primary and secondary) have been statutory, under guidance from the Department for Education. These statutory elements sit within a school's wider PSHE provision.

In addition to statutory content, schools are encouraged to teach a comprehensive PSHE programme that also includes:

- Emotional literacy and resilience
- Personal safety and safeguarding
- Citizenship and British values
- Equality, diversity and inclusion
- Financial education and economic wellbeing
- Preparation for transition and life changes

PSHE should be:

- Emotional literacy and resilience
- Personal safety and safeguarding
- Citizenship and British values
- Equality, diversity and inclusion
- Financial education and economic wellbeing
- Preparation for transition and life changes

Planning, resources and assessment.

PSHE units are taught weekly across the year in one-hour slots. The aim is for each unit to be given equal coverage, however in the event this is not possible (uneven terms), it is at the teacher's discretion what they choose to focus more on for their individual class. The PSHE curriculum is organised in topics based on the Jigsaw scheme. Teachers will use the Jigsaw programme to plan lessons. Modules will be designed to enable pupils to achieve the stated objectives of the National Curriculum as well as any designed for delivery through events such as Anti-Bullying week. Pupils' progress towards these objectives will be recorded by teachers as part of their class assessment recording system. During any teaching activities, staff should bear in mind that special arrangements could be made available to support

individual pupils. The attainment targets reflected in planning ensure that children reflect upon personal values, beliefs and attitudes and that age appropriate skills and knowledge in learning about themselves and their own emotions as well as others are taught regularly across the whole school throughout the year, utilizing a 'blocked' approach to curriculum, with topics interspersed in the most appropriate time of year.

Staff follow a specific lesson design to ensure consistency and equality.

1.Retrieval and Retention	Provide a starter that recaps the topic's key question and reviews prior learning and consolidates knowledge. Encourage the children to make connections between their knowledge of different religions and key concepts.
2.Purpose and Sequencing	Explain the subject you are teaching and the purpose of the lesson and how it fits into the topic, key question and wider curriculum. Explain which strands (making connections/understanding the impact) will be important and why. Ensure that all children are explicitly aware of the aim of the lesson. All children should be aiming for the same objective.
3.High Expectations and Communication	Ensure you 'teach to the top' with high and ambitious expectations. Scaffolds must be provided to support learning. Ensure instructions are concise and communication is clear and that language is positive and encouraging. Questions need to be targeted and illicit well thought out responses. Make sure you allow thinking time in the way of talk partners, group discussions and silent reflection.
4.Knowledge and Deliberate Practice	Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson. Ensure this is communicated to pupils during the lesson and links throughout the topic are explained and explored. Ensure you are offering and allowing pupils opportunities to practice the three skills of R.E consistently (making sense of belief/making connections/understanding the impact).
5.Modelling and Questioning	Ensure new material is presented in small steps and that you are explicitly modelling and showing pupils what 'success' looks like. Ensure probing questioning is used to aid critical thinking. Use explanation, timely intervention and live marking to address misconceptions at the point they are made and there is a drive for whole class understanding.
6.Literacy and Reading	Ensure that there is an explicit focus on improving and developing vocabulary and literacy by using a challenging reading extract at the beginning of each lesson. A variety of different reading strategies and questions should be used to allow all children to be culturally literate and to work on specific skills. Encourage and check for new / subject specific / technical vocabulary to be applied to all work, both spoken (class discussions, group work, talk partners, verbal answers) and written.
7. Metacognition and Self-Regulation	Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home. Ensure that you are active in explaining 'thinking' to children. Ensure that when ready, scaffolding is gradually removed to allow children independence. Ensure lessons are inclusive for all.
8.Feedback and Review	Ensure feedback is clear and timely. It needs to be manageable, specific and targeted. Marking questions should encourage children to be reflective upon their own beliefs; applying what they have learnt in the lesson to themselves. Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from children during the lesson. Ensure that a plenary reviews information from the lesson and link what children have learnt back to the key question of the topic. Plenary should also indicate next steps (whether that is moving

PSHE in the Early Years Foundation Stage

In the EYFS, we plan from and assess against the Early years foundation stage (EYFS) statutory framework document. In the Early Years Foundation Stage children are assessed specifically against the title of 'Personal, Social and Emotional Development', looking at different things such as managing feelings and emotions, understanding their individuality, self-confidence and self-awareness and making relationships. In saying this, much of the learning and different strands in EYFS have direct links to PSHE and understanding the world around them in more detail. Children's learning takes place by doing, listening, role play, engaging in music, art and experiencing through their senses. Through asking and answering questions, children begin to show an understanding of their own feelings and emotions and that of others. They begin to consider the consequences of their words and actions on themselves and others and are encouraged to explore and find out about themselves, others and the world around them.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PSHE subject leader gives the headteacher a termly report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement from monitoring tasks completed over the term. The PSHE subject leader has specially-allocated, regular subject leader time in order to review evidence of the children's work, disperse student and staff questionnaires and undertake learning walks during PSHE teaching across the school.

Safeguarding

At Willow Wood Community Primary School, safeguarding is at the heart of our PSHE curriculum and underpins everything we do to support the welfare, safety and wellbeing of all pupils. Our PSHE provision actively promotes a safe, nurturing environment in which children learn how to recognise risks, develop protective behaviours and understand how to keep themselves and others safe, both in school and in the wider community.

Through carefully planned lessons, assemblies and wider pastoral support, pupils are taught age-appropriate strategies for managing feelings, building healthy relationships, understanding personal boundaries and knowing when and how to seek help. All staff delivering PSHE are trained in safeguarding procedures and remain vigilant to any disclosures or concerns that may arise during discussions or activities.

We ensure that all teaching resources and classroom practices are sensitive, inclusive and appropriate to pupils' developmental stages. Any safeguarding concerns identified during PSHE sessions are reported immediately in line with the school's Safeguarding and Child Protection Policy and statutory guidance. Working in partnership with parents, carers and external agencies, we aim to equip every child with the knowledge, skills and confidence needed to stay safe, feel valued and thrive.