



PSHE Policy 2023

(Awaiting Governors approval)

Review Date	Approved by	Governor Minute Reference
March 2023	FGB (tbc)	

At Granby School we are committed to safeguarding and protecting the welfare of all children and young people. We expect all staff, students and volunteers to share this commitment.

This Policy will be reviewed in March 2025

Granby Junior School PSHE Policy

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Granby Junior School. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

It is our aim to deliver a PSHE programme which pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society.

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association). The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others;
- Be independent and responsible members of the school community;
- Develop self-confidence and self-esteem;
- Make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Develop rights, responsibilities and duties as individuals and as members of a community;
- Understand how society works and the rights and responsibilities involved;
- Enable children to respect common humanity, diversity and differences.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

Relationships and Sex Education (RSE)

See the RSE Policy for further details of how we meet this responsibility.

KS2

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	Being healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

This is a suggestion as to how each year group could cover the different units, but it is left to each year group to decide when to plan it. Some may be changed to fit into whatever topic that year group is doing at a particular time.

This has been reviewed as part of our whole school policy. The updated version, currently followed by each year group is included in the table below.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	Exploring	Emotions	Difference and Diversity	Being Healthy	Bullying Matters	Relationships
Y4	Changes	Money Matters	Drug Education	Being Safe	Being Me	Growing Up
Y5	Being Healthy	Difference and Diversity	Bullying Matters	Being Responsible	Exploring Emotions	Relationships
Y6	Being Me	Being Safe	Money Matters	Growing Up	Changes	Drugs Sex Ed

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children. Teachers may change when each unit is taught, depending on their topic, but all units will be covered.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHE curriculum.

- Planning PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider to following when planning a lesson:
- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning;
- Objective for the session:
- Any individual needing individual targets;
- Pre and post activities to establish understanding;
- Setting different tasks.

PHSE teaching strategies will incorporate varied activities such as:

* Circle Time * group discussions * debate * role play * co-operative tasks * creative writing * artwork
*mind-mapping *class and group discussions *questioning *media such as videos / pictures

Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE leader, as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected to the School Council and Eco council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Thrive is integrated into life at Granby. There are classroom activities and separate Thrive groups, depending on the needs of the children. Thrive is monitored by Mrs McCondach.

PSHE links with science are also explored and developed.

Assessment

At Granby Junior, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for classes working on each of the units. This will be recorded in the PSHE folder for each class.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session.
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning.
- Using self and peer assessment to involve children in understanding their own learning and next steps.
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more.
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually.

Break and lunchtimes PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives. Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours. Children have the opportunity to become Play leaders to help games run efficiently and to help ensure the games are inclusive. Positive encouragement from their peers helps to build good relationships and boost confidence.

Equality and Inclusion

Children of all abilities and pupils from all social and cultural backgrounds enjoy and benefit from the study of PSHE at Granby Junior school, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used in the classroom during lessons. PSHE also addresses the needs of all children outside the

classroom setting. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive PSHE teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy.
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children.

The Role of the Co-ordinator

At Granby Junior, the PSHE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning;
- Discuss issues raised at staff meetings and Inset days;
- Where possible, assist staff in the delivery of an area of PSHE in which they lack confidence;
- Participate in Inset training and subsequent dissemination of relevant information;
- Undertake an annual audit of resources and order what is required within the limits of budget;
- Undertake an annual enquiry into any areas where staff may have concerns or requests.

Future Developments

- Continue to monitor teaching and learning across the school.
- Continue to support teaching staff with regard to resources and delivery of planned lessons.
- *In the process of obtaining the Bert Award.

Review

The Head Teacher and PSHE coordinator will review this policy regularly. Any amendments will be presented to the Governing body.

This Policy will be reviewed in March 2025