

Orchard Community Primary School



PSHE Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
1	1/2019	AC	New Policy to provide updated information
2	1/2022	FS	Update to include new EYFS curriculum and Everyone's Welcome info
3	11/2024	IP/ LF	Update to include new Kapow scheme and updated information

Review Frequency	Next Review Date
Every 3 years	11/2027

Introduction

Orchard Primary School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education, and despite it being a non-statutory subject, it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

Aims & Objectives

The aims of this policy are to:

- To set out the expectations of PSHE within Orchard Primary School.
- To outline how PSHE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

Intent – What we are trying to achieve?

At Orchard Primary, our PSHE curriculum is designed to provide pupils with the knowledge, skills, and experiences necessary to become good citizens and lifelong learners. We aim to equip children with the confidence to navigate new experiences, meet challenges, and adapt to unfamiliar situations. Our program focuses on fostering the qualities needed for children to thrive as individuals, family members, and active participants in both society and the global community. By emphasising personal and social development, we encourage students to become healthy, independent, and responsible, while giving them the tools to face moral, social, and cultural issues with confidence. Our approach also nurtures emotional intelligence and the ability to articulate feelings, promoting good mental and physical health. Through a growth mindset strategy, our students will develop resilience, flexibility, and the knowledge they need for a successful future.

Implementation – How do we translate our vision into practice?

Ambitious - Planning & Design

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- Taught on a two-year rolling programme to accommodate mixed aged classes, our PSHE curriculum covers all of the relevant National Curriculum (2014) requirements for each key stage.
- For PSHE, we use published planning resources to ensure coverage across each subject over time and to support pupils in their acquisition of knowledge, vocabulary and skills in a well-thought out and progressive manner. Orchard Primary follow the plans designed by Kapow to provide a personalised and inclusive PSHE and RSE education scheme of work. It was used to enable us to develop our pupils' knowledge, skills and understanding based on the six core units for Year 1 to Year 6: family and relationships, health and wellbeing, safety and changing boy, citizenship, economic wellbeing and RSE. EYFS pupils' knowledge, skills and understanding is developed through three core units: self-regulation, building relationships and managing self.
- Content has been selected to ensure opportunities to explore the core units overarching concepts.
- Lessons from Leicestershire's 'Everyone's Welcome' programme are also incorporated into our PSHE scheme. These lessons are based on the 'No Outsiders' approach.
- RSE is taught following the Kapow scheme. This allows pupils to develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy; drugs and alcohol; equality and prejudice; and health.

- PSHE is planned to foster a love of self-awareness, learning, and personal growth. It encourages students to build positive relationships, embrace well-being, develop resilience, and engage confidently with diversity and social issues, promoting empathy and responsibility within their communities.
- At Orchard, PSHE is taught either as individual sessions over a period of a half term or in blocks where appropriate so that we can best meet the children's needs. Discrete PSHE lessons enable us to achieve continuity, progression and meaningful assessment from using a cross-curricular approach.
- Meaningful links with other subjects are made where appropriate to ensure that the PSHE curriculum is a rich base of factual knowledge and vocabulary that helps pupils to make connections within a 3D model.

Enjoyable – Enrichment through a thematic approach

- The acquisition of knowledge in PSHE is achieved through a range of high quality, engaging and memorable learning opportunities supplemented by enrichment opportunities to widen experiences to enable our pupils to reach their full potential.
- Enrichment through stimulating and 'memorable experiences' such as discovery days and theme days throughout the day; these include Anti-Bullying Week, E-Safety day, Kindness Week, Cultural Diversity day and Mental Health Week. There are a number of visitors who are built in to each Learning Adventure make learning in PSHE 'enticing' and to engage, immerse and hook the children into their learning experience.
- Though our PSHE scheme of work, Collective Worship and our wider links to the community, we promote a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. Within this context, we provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Relevant - Progression

- We rigorously drive home knowledge which underpins pupils' learning in PSHE and enables the progressive use and application of skills in a range of contexts.
- Connections between concepts provide the basis for progression. The curriculum framework across each phase (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) has been carefully mapped to set out the necessary knowledge that will be taught, and how these essential concepts develop cumulatively throughout each unit.
- In light of educational research about cognitive load, horizontal, diagonal and vertical links have been plotted within our curriculum to ensure that pupils revisit key information and concepts in different contexts, subjects and at different ages. These logical connections are planned purposefully and explicitly to build the structure of our curriculum and enable staff to refer back to prior learning on which new layers of knowledge can be successfully laid.

Nurturing – Personal Development & Wellbeing

- SMSC (Spiritual, Moral, Social and Cultural development) as well as Character Education is a 'golden thread' that runs throughout the PSHE curriculum. Through our Character Education work, we have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.
- Our PSHE units are linked to safeguarding, the school values, British values, rights and responsibilities and Growth Mind-sets so that the children have depth and breadth within this area of the curriculum.

- Through the use of special acknowledgement days, as well as our PSHE and RSE curriculums, we aim to develop outward-looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complexities.
- In addition, PSHE lessons are designed to encourage collaborative problem-solving which develop our school values and provide challenge and ambition, as well as self-management and resilience.

Creative – Teaching & Learning

- Rosenshine’s Principles of Instruction play a key role in developing knowledge and skills so that children know more and remember more over time across all subject areas of the curriculum:
 - Present learning in small, coherent steps
 - Ask key questions
 - Provide explicitly clear and excellent examples
 - Guide children’s practice
 - Systematically check children’s understanding
 - Obtain a high success rate
 - Provide scaffolds for challenging activities
 - Provide opportunity for independent practice
 - Review learning monthly/ weekly
- We recognise that not all learning needs to be captured in the written form and or by every child. Whole class books, video or sound recordings, photographs or conversations/observations are often just as valuable in demonstrating understanding.
- Assessment at Orchard is designed to shape future learning. Assessment in PSHE is made throughout the year using learning observations and formative assessments of recorded work in the whole class book.

Inclusive – Success for all

- PSHE lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels.
- Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs.
- Where necessary, individual adaptations are made to meet the needs of children with high levels of SEND.

Teaching and learning

At Orchard, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.

- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunch-times opportunities exist for playing co-operatively using play equipment organised by our Sports Ambassadors.
- Pupils record or investigate their work using a variety of mediums which are displayed in a PSHE Big Book.
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards through Character Education and Character Muscles.

Personal social and emotional development in the EYFS

Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

Children's early PSED has a huge impact on their later well-being, learning achievement and economic success too.

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- **Self-Regulation**
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Building Relationships**
 - Work and play cooperatively and take turns with others
 - Form positive attachments to adults and friendships with peers
 - Show sensitivity to their own and to others' needs.
- **Managing Self**
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
 - Explain the reasons for rules, know right from wrong and try to behave accordingly
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Scheme of Learning

At Orchard, we follow the Kapow Primary's PSHE and RSE scheme of work that covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).'

The quality PSHE and RSE planning from the scheme of learning enables our school to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. In response to the child-on-child abuse updates to Section 5 of Keeping Children Safe in Education (DfE, 2024), our curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and six areas of learning across Key stages 1 and 2 (including RSE).

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EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme.

The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

Relationship and sex education (RSE) has been included in line with the DfE recommendations and is covered in our curriculum through the use of the Kapow scheme. (See RSE Policy)

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

Everyone's Welcome

At Orchard, we are committed to preparing our children for life in the diverse society, which is modern Britain today. As a school community therefore, it is important for us to continue to commit to the shared values that diversity is a strength and an asset; that every individual has equal human value and that a secure and safe environment, as well as peaceful conflict resolution, are essential to learning and to society.

Using the 'Everyone's Welcome' programme to promote an ethos of inclusion and tolerance, we make our children aware of the Equalities Act 2010 through picture books/stories, drama, discussion and assemblies. The focus of the programme is around noticing, celebrating and developing resilience around diversity.

The work we do is not a one-time conversation, but rather a continual process of education through an open and ongoing reflection.

Our aim is to foster an environment where all members of our community feel welcome, valued, and accepted so that our children leave primary school happy and excited about living in a world full of difference and diversity, whether that difference is through ethnicity, gender, ability, age, sexual orientation or religion.

Class teachers will deliver the programme throughout the year using developmentally appropriate picture books. All school staff will promote and recognise the 'Everyone's Welcome' ethos as part of the school day. Assemblies will support and explore related topics and promote the inclusive ethos.

Why is it important? It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective spiritual, moral, social and cultural (SMSC) and character education.

It is vital that our pupils can discuss inappropriate and discriminative language and understand how to address boundaries in order to prepare them for a future in modern Britain.

Developing Pupils' Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

At Orchard Primary School, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

Pupils Leadership Teams

At Orchard, we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

School Council

The School Council at Orchard is elected through a fair and democratic process. Each September, children in Year 6 present their manifesto to the school and explain why they would make a good Chair of School Council and what they would do to make the school an even better place. The whole school then votes for their selected candidate. The Chair and Vice Chair meet with Mrs Parker (School Council Link Teacher) regularly to plan and write the agenda for each meeting.

We also hold elections within each class to find our Class Representatives. Their job is to feedback the key information from each meeting to their class. They are to then gather any ideas that their class may have

ready for the next meeting. Having representatives from each class makes sure that the children's voices are heard and involves children from EYFS to Year 6 in the decision making.

By the development of class meetings and a school council, we aim to ensure that the pupils will experience the process of democracy in school. We teach them how society is organised and governed and about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Inclusion

At Orchard we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons against the PSHE Progression Skills and Knowledge grids from Kapow. Any learning that is recorded for PSHE/RSE, will be added into our PSHE Big Books. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills in this subject, which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year. We report on PSHE to parents in the annual school report.

Resources

Kapow PSHE resources are used to support the teaching of PSHE and RSE. These are constantly being reviewed and evaluated by Kapow to ensure that children are receiving the most up to date information that will assist teachers and teaching support staff in the delivering high quality PSHE sessions.

Resources from Kapow are downloaded and saved on the school's shared area. A range of resources to assist with supporting and enhancing learning in PHSE are also collated on the school's shared area. PSHE documents and other published materials, which are used as a basis of teaching PSHE are modified and adapted as appropriate.

Impact – What impact do we want our PSHE curriculum to have on our pupils?

- Children will have a developed sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.
- Children will know how to keep themselves safe physically, mentally and technologically.
- Children will understand and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Children will understand how to make a positive contribution and become a responsible global citizen.

Links with other policies

- Relationships & Sex Education, PE and Science policies - link with Personal and Health Education strands.
- Behaviour policy - links with citizenship/social education.

- Equalities Policy - links with the Personal and Social Education strands.
- Health and Safety Policy - links with the Health Education strand.

Monitoring and review

The Headteacher and PSHE Subject Leader are responsible for monitoring the standards of children's work in PSHE and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

Responsibilities

This policy is monitored by the Governing Body and will be reviewed in three years or earlier if necessary. The Governing Body of Orchard Primary School is responsible for determining the content of the policy and the Headteacher for implementation.