



Personal, Social, Health and Economic Education Policy

Intent

Our approach to the Personal, Social, Health and Economic curriculum (PSHE) ensures that it is most often taught discretely outside of topic time to ensure depth and rigour, however there are times where PSHE is taught through the wider curriculum as some topics often touch upon PSHE themes. Our PSHE curriculum combines best practice from the 2020 statutory guidelines and statutory requirements for PSHE including Sex and Relationships education and the updated advice from the PSHE association which ensures it supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life. We feel it is important that it develops the qualities and attributes pupils need to thrive as individuals, family members and members of our ever changing society.

Implementation

In order for pupils to know more, remember more and do more in regards to PSHE, these aspects must be evident in the implementation of the PSHE curriculum throughout school. Teachers use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Teachers encourage children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events. At Hoyland Springwood Primary School, children are provided with frequent opportunities to have their voice heard and because of this they play an active part in school life. Children are able to express their opinions and views through a variety of mediums including suggestion boxes located in shared areas, questionnaires, school council discussions, various elections and comments on various correspondence throughout the year e.g. reports, SEND support profiles, focused reviews, annual questionnaires, work and homework. Children have the opportunities to meet and work with members of the community, such as representatives from the local church and local businesses.

We also develop PSHE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential trips to year 6, where there is a particular focus on developing pupils' self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at our school to aim high to achieve their maximum potential.

Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our Inclusion policy. The SENCO rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas and all classes for all children.

Planning

Teaching is based on nationally and locally produced resources, including the Barnsley Sex and Relationships Education (SRE) Scheme and best practice advice from the PSHE Association. The programme of study emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups and learn from each other.

Safeguarding, Health and Safety

We ensure that full risk assessments are carried out prior to educational visits and activities where a risk to health, safety and wellbeing is identified. Teachers will also complete a risk assessment for any planned activity which presents a potential risk or hazard. Safeguarding children from any kind of harm is our main priority and the importance of teaching children about safe practice as part of their daily lives features strongly in all aspects of the curriculum.

Impact

Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through differentiated activities, adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Recording and Reporting

Feedback is given to parents about their child's progress during the Autumn Term and Spring Term parents' evenings as well as via the end of year reports.

Notes

This policy should be read in conjunction with the following policies and documentation:

- ❖ Personal development, Behaviour and Wellbeing
- ❖ SRE Policy

Date written: July 2023

Headteacher signed:

Chair of Governors signed:

This policy is to be reviewed July 2026