



Anchorsholme Academy PSHE Policy



Adopted by Governors/HT: HT
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Person responsible for policy: Mrs C Powell

At Anchorsholme Academy we want to engage and motivate all learners to recognise and achieve their full potential. Our main aim is to teach our pupils CONFIDENCE, CURIOSITY, COLLABORATION AND COMMUNICATION SKILLS.

At Anchorsholme Academy, we encourage children to be confident and help them to develop their interpersonal, social and communication skills. A happy, healthy, confident child is a child who will find it easier to learn. We encourage children to talk about experiences and attitudes and prepare them with the knowledge and skills they need for the future. We want children to ask questions about themselves and others curiously and work collaboratively with their friends and peers.

Through PSHE we want to develop pupils' emotional literacy and communication skills to enable them to communicate their feelings and intentions in a safe and clear manner.

Objectives

- Offer an especially supportive climate for learning.
- Reduce the chances that pupils' education will be interrupted or impaired, for example, by fear of bullying.
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself.
- Raise pupils' confidence and self-esteem by reminding pupils and teachers of their importance and the importance of respecting everyone as individuals.
- Increase pupils' motivation and deepen their understanding through providing relevant opportunities for 'real life' learning.
- Improve pupils' ability to reflect on and become responsible for their own learning.
- Encourage children to develop a capacity to convey meaning to a range of audiences e.g. self, other pupils, staff and family.

Approaches to Teaching PSHE

PSHE is organised into termly topics for single subject study, integration with other subjects and the development of cross-curricular issues. All teachers across all key stages have medium term plans covering each theme and this enables progression of PSHE skills throughout the school. Staff choose to use the plans as a guide, as well as tackling and approaching issues or discussions as they arise in class. The PSHE themes are: Me and My Relationships; Valuing Differences; Keeping Myself Safe; Rights and Responsibilities; Being my Best; and Growing and Changing.

EYFS

The Early Years Foundation Stage (EYFS) integrate PSHE into their learning topics. PSHE in the EYFS provides a progression towards the Early Learning Goal for Personal, Social and Emotional Development. Within that goal, children are encouraged to grow in self-confidence and self-awareness, manage feelings and behaviour, and make relationships.

KS1 & KS2

Throughout KS1 and KS2, PSHE is taught using a variety of teaching and learning strategies that involve outdoor learning where possible, visiting professionals and speakers and themed days/weeks where appropriate. Most of the PSHE curriculum is delivered through communicative, collaborative and practical activities.

Key personal and social skills are developed progressively throughout day to day occurrences in every year group such as celebration assemblies and group work/role play/ drama and debates during lessons.

Anchorsholme Academy make the most of 'Shared PSHE', which can take the form of a whole class or group activity where individuals may make contributions. This can take place in weekly discussion opportunities, circle time or in other whole school events, such as celebrations, residential trips, assemblies and productions. In addition, our School Council has a PSHE subcommittee whereby children have worked together to resolve issues, raise ideas and promote PSHE to their peers.

Anchorsholme Academy also facilitates the opportunity for 'Independent PSHE'. Class assemblies are a successful way for the children to independently develop their personal skills and self-confidence in public speaking. Furthermore, we encourage the children to participate in extra-curricular activities as we believe they help to develop the whole child and prepare them for opportunities in the future.

National Curriculum Science Links

Key Stage 1

Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sc2/2.3a notice that animals, including humans, have offspring which grow into adults

Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.

Sc5/2.2a describe the changes as humans develop to old age.

Sc5/2.1b describe the life process of reproduction in some plants and animals.

Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Assessing Pupil Progress

We are constantly observing and assessing the pupils in terms of their personal and social skills and their ability to lead a healthy life; this takes place in all areas of learning, not just PSHE lessons. In addition, pupils complete pre and post assessment tasks for each unit of work learnt; this allows pupils to reflect on their learning and also aids teachers in assessing the progress their pupils have made.

We take photographs and videos of pupils' participation in all areas of school life.

We assess our pupils against the National Curriculum PSHE strands and key skills which are:

- CORE THEME 1: HEALTH AND WELLBEING
- CORE THEME 2: RELATIONSHIPS
- CORE THEME 3: LIVING IN THE WIDER WORLD

Learning Environment

Anchorsholme Academy provides a variety of opportunities for children's personal achievements to be displayed, for example, Golden Book winners at weekly celebration assemblies. We have corridor and classroom displays that highlight examples of excellent work to praise and raise self-esteem of pupils. Furthermore, each classroom provides the opportunity for helpful posters to be displayed such as, how to get on with each other, the promotion of friendship/anti-bullying, class rules and class monitors etc.

PREVENT

As part of our PSHE and RSHE curriculum we strive to promote British Values and build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Staff members are fully trained in 'The Prevent Duty' should any issues causing concern of radicalisation arise.

Notes Regarding Sex Education in School

(see separate RSE Policy)

Sex, relationships and health education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:

- Receive their sex education in the wider context of relationships; and
- Are prepared for the opportunities, responsibilities and experiences of adult life.

At primary school level, sex, relationships and health education should contribute to the foundation of PSHE and Citizenship. All children must:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Be able to name parts of the body and describe how their bodies work;
- Protect themselves and ask for help and support; and
- Be prepared for puberty.

Children who have not been withdrawn permission by their parents must also be taught:

- About the processes of reproduction and birth as part of the human life cycle;
- How babies are conceived and born (and that there are ways to prevent a baby being conceived); and
- How babies need to be cared for.

See also Drugs Education Policy for Drugs Education in School.