

Loxley Primary School

PSHE Policy



April 2024

Statement of intent

At Loxley we have devised a broad curriculum for PSHE following input from Sheffield LEA with recent developments to the RSE (relationships and sex education) part of the curriculum. We have evolved this by delivering content from the Kapow schemes of learning in each group, carefully selecting resources that will best help Loxley learners. We allow children across each year group to learn and explore about PSHE and wellbeing that is appropriate for their age and appropriate for the world they live in.



PSHE is taught as a way of preparing children for the wider world covering a range of topics. The way we approach it at Loxley allows children to be brave, honest, reflective and consider their individual value as well as the value they can bring in supporting the wider community.

PSHE at Loxley allows children to use their enquiring minds to understand more about the world they live in. By the end of Year 6 we expect children to leave Loxley to respond thoughtfully to a range of world issues, health issues and approaches to life.

We expect children to show tolerance and respect to other around them, but we equally expect children to show self-respect and be able to recognise their own feelings and emotions and know when to feel proud of themselves. Mental health issues amongst young adults and children is a national issue, and we allow children to explore and understand terms associated with lower levels of mental wellbeing and provide advice, practical activities and support to help children navigate their emotions.

Implementation

Teaching and learning

- 1.1. Teaching of PSHE across a variety of ways.
- 1.2. Pupils will have designated lesson time to certain areas of the PSHE curriculum (eg. Friendships).
- 1.3. Assembly time is dedicated to certain areas of PSHE (such as happiness, relationships and families).
- 1.4. PSHE is taught within other curriculum subjects including Science, PE, Computing and RE.
- 1.5. Healthy Minds – a whole school approach supported by Sheffield NHS trust – staff training has enabled teachers to spot for issues with children’s mental health and how to adapt lessons and activities to help support children with a variety of issues they may be struggling with.
- 1.6. Zones of Regulation. - A whole school approach to allow children to understand emotions and feelings in the concept of zones and give them the tools of self-regulation and managing emotions.

PSHE events and opportunities

- 1.7. All pupils are encouraged to represent Loxley at sports events by the end of Y6
- 1.8. Health Week- a dedicated week in school to focus on healthy living, which includes lessons and activities on mental health and physical health.
- 1.9. Friendship week- a week dedicated to positive relationships within school as friends and the wider community.
- 1.10. Assembly time and songs are dedicated to learning about areas of PSHE to help reinforce key messages in a celebratory collaborative atmosphere.

Resources

- 1.11. We use a range of resources including songs, stories, videos and practical activities to teach across PSHE to make the learning engaging and memorable for our pupils. The main source for PSHE subject-specific resources are the Kapow schemes of learning.

Recurring Concepts

1.12. Our key concepts in music interweave throughout our curriculum from Y1 through to Y6 with firm foundations beginning in Reception. We identify the following as key concepts

- **Relationships** (family and friendships)
- **Living in the wider World** (community and online safety)
- **Health and Wellbeing** (mental health, physical health and growing up)

SEND and disadvantaged

1.13. We are keen to remove as many barriers as possible to provide an accessible curriculum for our pupils with SEND. Teachers endeavour to make PSHE lessons as inclusive as possible by anticipating and minimising problems by making modifications or adjustments to activities. Sometimes this may be by providing a parallel activity for students so that they can work towards the same lesson objective as their peers or working in a smaller group. Often extra dedicated time is put aside to children with SEND to PSHE, for example nurture groups, to make sure SEND children are as well supported and cared for as they possible can be. In some instances 1:1 time will be dedicated to children we have recognised have significant needs in terms of emotional development.

1.14. Examples of the types of support we may offer during PSHE lessons and sessions.

- Using a range of techniques, such as practical activities, video clips and songs to allow all children the chance to access and enjoy the lessons.
- Allow for Kagan teaching practises to enable SEND children the chance to rehearse ideas, share ideas and feel valued in a safe, supportive and collaborative atmosphere

1.15. As stated in our pupil premium statement, our focus is on enabling disadvantaged pupils to have maximum benefit from the rich and broad curriculum we offer at Loxley focussing most keenly on learning which is most likely to offer life changing opportunities. The ability to appreciate the world around us and all the people in it is a fundamental priority to enable disadvantaged pupils to have a high level of success compared to their peers

and we believe that a strong PSHE curriculum and pupil engagement is an excellent way of helping disadvantaged pupils achieve high levels of success. At Loxley we therefore ensure that PSHE has a strong presence.

Diversity

1.16. We recognise and celebrate the variety of achievements and life experiences of people from a wide range of cultures and backgrounds. We encourage pupils to use empathy and recognise bias in order that children can see how these interpretations can be favourable/unfavourable to different groups of people.

1.17. We learn about a variety of people from around the world to support the concept in PSHE making sure there is a rich representation of gender and culture.

1.18. One way in which we encourage children to look at aspects of PSHE in an unbiased way are through enquiry questions. Examples of these are. Are all families the same? Is it possible to be happy all the time? How can I stay safe? We also allow for exploration and challenge:

- Challenging ideas of what feelings are and when we should feel them. Through the zones of regulation children begin to understand what triggers certain emotions for them and they may be different to the person next to them.
- Challenging ideas of gender representation by beginning to learn about different gender preferences and gender stereotypes we see in society through advertising, jobs and clothes.
- Challenging ideas of families and looking at how families can look different due to the number of parents, the gender of parents, the number of children and different living situations.
- Challenging ideas of disability and inclusion and what barriers are and how people can overcome.
- In KS2 we challenge the concept of 'news and trusted news sources' in Computing, awakening children to the idea of not everything is true on the internet and how to look for true sources and the presence of echo chambers.

Impact

We measure the impact of PSHE in our curriculum in several ways including;

- Readiness for secondary school; an aim for all children to be able to appreciate that they live in a culturally diverse city, and they will meet people with a range of skills, strengths, needs and barriers and how to learn and work alongside people who are different to you in a fair, tolerant and positive way.
- Children demonstrating tolerance and respect by using vocabulary such as fair, equal, right, positive, learning, etc.
- Children making links between PSHE lesson and their own lives and the lives of those around them.
- Children demonstrating kindness, tolerance and respect to everyone in the school community.

What will a Loxley World Citizen look like?

1.19 We endeavour to give the children at Loxley a wide range of experiences in PSHE. In aiming high together, we aspire that during their time at our school a Loxley 'PSHE Expert' will be able to;

- Name emotions and feelings that they and others commonly experience.
- Name mental health issues that they and others commonly experience.
- Name trusted supportive adults they can go to for help.
- Name examples of positive behaviour and demonstrate them.
- Have a positive outlook on life and realise that they have the ability to change their mood, their health and their future.
- Recognise that as part of the Loxley community they can have a say and impact on how children experience their time in school.

How do we enrich pupils' learning in PSHE above and beyond the National Curriculum?

At Loxley we firmly believe that PSHE enables our pupils to have the best opportunity to understand the world they live in and know their place in it. Therefore, we have dedicated learning time to it, and as a result have a well-thought out and carefully selected cohesive curriculum and corresponding Personal Development provision to enable children to build on their knowledge from year group to year group.

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Amended Dan Eaton 2024