

Milton Primary Academy

PSHE Policy



Academy Policy Adopted	Review Frequency	Next Review Date
July 2021	Every 2 years	July 2023

Subject Vision:

At Milton Primary Academy, our academy motto is 'Together We Achieve Our Best'. We facilitate this through the teaching of PSHE and through teaching our pupils to become independent, responsible citizens who show an awareness of what is morally right and wrong. Our PSHE curriculum aims to equip pupils with a deep understanding and good development of social skills and moral beliefs. In addition to this, we aim to equip our pupils with the knowledge of how to manage their own and others' emotions in a sensitive and productive way.

Principles of Outstanding PSHE:

These are the 'Principles of Outstanding PSHE at Milton Primary Academy. They were devised and agreed by the children and staff in January 2020, informed by the way we feel that PSHE should be taught across the Academy.

Principle 1: Children are **excited and enthusiastic** about PSHE, as they are taught to **know more and remember more**.

Principle 2: Lessons are **carefully planned and delivered**, so that new material is delivered in a way that is **clear, interesting and useful**.

Principle 3: Instruction is focused on the learning intention and **pedagogical tools** do not detract from **the knowledge that needs to be remembered**.

Principle 4: Through spaced-retrieval, previously taught content is revisited to ensure that **new content** can be understood and is retained in the **long-term memory**.

Principle 5: **Formative assessment** is regularly used to check that children retain **knowledge** and that they can retrieve previously taught content from their long-term memory.

Principle 6: Teachers enable children to access **a range of enrichment opportunities**, both within and beyond the curriculum.

PSHE Curriculum:

At Milton Primary Academy we aim to provide a PSHE curriculum that is creative, inclusive, challenging and inspired by the real-world. It stimulates curiosity, inspires the practise of fundamental British Values and encourages children to be philosophical in considering and sharing their views.

EYFS:

Ongoing PSHE experiences and opportunities are planned from the objectives set out in the Early Year Framework, which underpin the curriculum planning for children aged 3-5 at Milton Primary Academy. These experiences allow children to develop a positive sense of themselves and others, whilst forming positive relationships and respect for those around them. By the end of the Reception year, children will:

ELG: 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.

ELG: 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.

ELG: 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.

KS1 and KS2:

The National Curriculum states that 'Personal, Social, Health and Economic (PSHE) education is an **important and necessary** part of all pupils' education.

The Primary National Curriculum for PSHE aims to ensure that all pupils:

- are taught the fundamental building blocks and characteristics of positive relationships, family relationships, and relationships with other children and adults.
- are taught how to respect others in an age-appropriate way
- are taught about positive emotional and mental wellbeing, including how friendships can support emotional wellbeing.
- understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Special Educational Needs

Through the equal opportunities policy, pupils with special educational needs will be included in all PSHE lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same PSHE curriculum as their peers.

Enrichment

Enrichment activities are carefully planned to enhance curriculum in PSHE, giving pupils the opportunity to broaden their experience and take part in a range of activities. There is a healthy

tradition in the academy for extracurricular activities, and these are led by staff or outside agencies. Written parental permission must be given for a child to participate in after-school clubs and a register for attendance will be always be taken. Parents will also be informed of any visits both inside and outside of the academy.

Healthy Eating

Healthy eating and lifestyles are embedded within our academy's ethos. Through careful planning of the curriculum and monitoring of snacks and lunches, we will ensure our pupils have an awareness and understanding of the importance of living a healthy lifestyle. We provide our pupils with a secure knowledge of what it means to be healthy; this is taught discretely and is encouraged throughout the academy day. More details of our 'healthy eating ethos' can be found in our 'Healthy Eating Policy'.

Monitoring

PSHE is monitored in a number of different ways. All subject leaders at Milton Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and ways to improve the PSHE curriculum.

Lesson observations and book looks play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. This provides an opportunity for the PSHE leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently informs future investment in CPD.

Health and Safety

In all areas of PSHE, health and safety guidelines will be strictly adhered to in order to promote safe practice. All relevant risk assessments are completed before a visit from somebody outside of the academy or before pupils leave the academy site to complete enrichment activities.

