

**Policy Statement**

**School Provision**

**Commitment**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Taking this into account, the school and its governors are committed to the teaching of PSHE as an important subject in its own right and because of the contribution it makes to other aspects of the school's curriculum and ethos.

The school use the PSHE Association Programme of Study. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

The PSHE Association Programme of Study that is used within Hazel Slade provide pupils with:

- accurate, balanced and relevant knowledge.
- opportunities to turn that knowledge into personal understanding.
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Pupils are taught PSHE across three core themes:

Health and Wellbeing  
Relationships  
Living in the Wider World

**Entitlement**

All schools are currently expected to

Children have weekly PSHE lessons embedded in allocated slots for Question

<p>provide PSHE education on the curriculum and this expectation will be strengthened from 2020 when the Health Education and Relationships Education (primary) / Relationships and Sex Education (secondary) aspects become compulsory in all schools.</p> <p>All pupils on the school roll will receive PSHE as their entitlement in accordance with legal requirements.</p>	<p>of the week, PSHE class assembly and whole school assembly.</p>
<p><b>Agreed Syllabus</b> The school intend to use the PSHE Association Programme of Study for PSHE education which identifies the key concepts, skills and attributes that are developed through PSHE education. The programme of study includes three core themes: Health and Wellbeing, Relationships and Living in the Wider World.</p>	<p>There is flexibility to ensure all aspects of the syllabus are covered over time taking account mixed age classes.</p>
<p><b>Management</b> The School will appoint a subject leader for PSHE and will ensure that the subject leader is appropriately supported to manage subject developments effectively.</p>	<p>There is a subject leader for PSHE (KB) CPD is provided according to identified need. Staff meeting time is allocated for PSHE when required.</p>
<p><b>Staffing</b> The school will ensure that all staff involved in the delivery of PSHE are aware of subject requirements and are appropriately supported to teach the subject in an interesting and challenging way.</p>	<p>Resources are purchased to support the teaching of PSHE as required. The scheme of work supports the teaching of high quality PSHE.</p>
<p><b>Accommodation</b> PSHE is typically delivered by the class teacher. Time is allocated in each year groups timetable for PSHE with slots for assemblies dedicated to the delivery of PSHE curriculum (class assembly Question of the week, PSHE assembly and whole school assemblies) Visits/visitors may be used.</p>	<p>Each class has a class PSHE book and children are encouraged to voice their opinions during PSHE assembly and question of the week slots. Children's opinions are annotated on to class flipcharts and then printed for the class PSHE book.</p> <p>Whole school assemblies reflect topical issues happening in the world and also allow children to understand and respect differences and changes going on in the</p>

	world around them.
<p><b>Planning</b></p> <p>The school will ensure long term planning shows how the Agreed Syllabus is being delivered. Medium term planning will indicate how PSHE process and attainment targets are being addressed.</p>	<p>Teachers use the PSHE Association scheme of work as their starting point and plan according to the needs and abilities of their pupils.</p>
<p><b>Assessment</b></p> <p>Personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the Assessment process. Assessing learning in PSHE education must therefore use a combination of teacher assessment and pupil self- and peer assessment.</p>	<p>Assessment is through a combination of teacher assessment and pupil self and peer assessment.</p> <p>Children are provided with centralised places of reflection which encourages children to voice how they feel and to rate their emotions. E.g. Class PSHE boards/ Reflection mirror space in the hall. Key reflection spots are monitored by the subject leader (KB).</p>
<p><b>Transfer Information</b></p> <p>The school will provide schools in the next phase with copies of long term planning and pupil progress information.</p>	
<p><b>Resources</b></p> <p>The school will support the teaching of stimulating and challenging PSHE with good quality resources.</p>	<p>A centralised set of resource material is available and is frequently updated and added to. New resources will be purchased as funds allow.</p>
<p><b>Monitoring</b></p> <p>The subject leader will be supported to monitor and develop the subject in keeping with the school's policy</p>	<p>The head teacher will meet with the subject leader to discuss standards and current issues.</p>
<p><b>Professional development</b></p> <p>The school will ensure that all teachers involved in the delivery of PSHE will receive professional development matched to their needs.</p>	<p>Staff meeting time is available for CPD and support when planning new focus topics.</p>
<p><b>Inclusion</b></p> <p>The school will ensure that PSHE is inclusive in its content and approach.</p>	<p>The three core areas that the PSHE Programme focuses on, namely that of Health and Wellbeing, Relationships, Living in the Wider World, helps pupils to build up their confidence, resilience and self-esteem.</p> <p>Developing an understanding of themselves, empathy and the ability to work with others will essentially help</p>

	pupils to form and maintain good relationships inside and outside of the school environment.
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