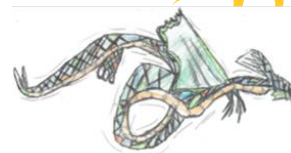
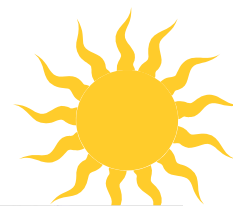
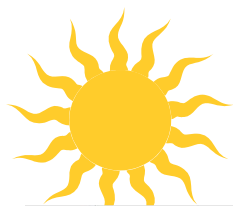


BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



PERSONAL, SOCIAL, HEALTH, ECONOMIC AND CITIZENSHIP (PSHE) POLICY NOVEMBER 2019

Staff Consulted: 7.11.19

Approved by Governing Body: 18.11.19

Next Review Date: October 2021

Boreham Primary School

PSHE Policy

Statement of Purpose of Policy/PSHE curriculum intent

At Boreham Primary School it is our aim to ensure that all children lead happy and healthy lifestyles both physically and mentally. We believe that PSHE in school has many benefits that prepare our children for living in our forever changing world and it is important to us that all children leave Boreham Primary School with a good understanding of healthy lifestyles, relationships and living in the wider world. At Boreham Primary School, we are a friendship school, this means that all children are kind to each other regardless of gender, race, religion or disability. This is well supported by our school motto 'Hurt body, hurt feelings, tell a grown up'.

Aims and Impact

- To ensure that children understand the importance of physical and mental well-being.
- To ensure that children understand how to lead a healthy lifestyle both physically and mentally.
- To enable children to understand and regulate their emotions.
- To understand how to manage change, including puberty, transition and loss.
- To ensure that children develop and maintain a variety of healthy relationships.
- To recognise negative relationships, including all forms of bullying and abuse and ask for help.
- To understand the importance of respecting and protecting the environment.
- To understand where money comes from and how to keep it safe and manage it effectively.

Curriculum Implementation

PSHE and Citizenship are planned elements of the whole curriculum taught primarily using the PSHE Association's programmes of study and The Children's Health Project. Teachers follow a clear set of objectives each term and the whole school follows the same topic each term to maximise impact:

Autumn Term - Healthy Lifestyles

Spring Term - Relationships

Summer Term - Living in the wider world

We understand that certain objectives from the PSHE association that are linked to Relationship and Sex Education are not age appropriate until children reach Year 5 and 6, therefore we have ensured that teachers are only covering objectives that are appropriate and necessary for their year group.

PSHE is taught weekly in class following the unit/s for a particular period of time. PSHE is taught through informal discussion in class, circle time, Children's Health Project activities, school council events and charity days, visits and special visitors, during planned assemblies and using a cross-curricular approach. Weekly Buddy assemblies and Celebration assemblies incorporate Boreham's

whole school core values of respect, excellence, inspiration, courage, friendship, determination and equality. These values are continually promoted by all staff members and are displayed around the school.

Contribution to other curriculum areas

At Boreham, we believe that PSHE is an essential part of the school curriculum and, as such, provides a broad and balanced base from which to promote the spiritual, moral, cultural, social, mental and physical development of all our pupils. There is an enormous amount of cross-curricular links in PSHE - indeed, there are strong links to all subject areas. At Boreham Primary we aim to incorporate PSHE into every aspect of every day, from taking the register in a polite and calm way, encourage mutual respect, to learning about different faiths in Religious Education - to promote the acceptance of others and the ability to ask questions to develop children's own understanding of the world.

We have a successful School Council run by a member of staff with male and female representations from Year 2 to Year 6. Our weekly buddy assemblies provide children with the opportunity to share ideas, support others and feel valued as part of a whole school community. Circle time and class forums provide a class-based approach and initiatives such as our Buddy Mentor and Play leader systems give children a sense of ownership, in how our school supports children's development.

We have introduced 'Dina School' at Boreham Primary School. Dina School is a program that teaches children emotional regulation skills. The program is run with a small group of selected children. The school also offers weekly counselling sessions for selected children too.

Assessment, Recording and Reporting

At Boreham Primary School children's work is recorded using photographs and videos on seesaw and by annotating observations of children's engagement and understanding. At the end of each unit there is an opportunity for teachers to assess children's learning against the key objectives. This provides secure evidence which can be recorded as part of each child's ongoing assessment record for each year group. Teachers report verbally to parents during consultation evenings and yearly written reports provide information to parent's regarding their children's progress in this subject and their personal development

PSHE is assessed by the class teacher twice a year, assessing whether a child is working below, at, or above based on what they have covered so far. The teachers use Target Tracker (b+, w+, s, s+) to record their judgements, this information is also shared with parents in the annual reports. If a child is working substantially below their current year curriculum then the teacher will assess in the appropriate band. Teachers assess using the national curriculum objectives as well as additional support materials where required, such as the PSHE association.

At the end of each academic year data is collated to show attainment across the school for boys and girls as well as the whole cohort and identify those working at greater depth.

Review and Monitoring

The subject leader formally monitors the teaching and learning of PSHE in school through analysis of whole school and year group planning, through 'book looks' to examine pupil's work and through lesson observations. They also analyse end of academic year Target Tracker assessments where children are assessed as B, (beginning to access the year group's curriculum), W, (working within the year group's curriculum) or S, (secure within the year group's curriculum).

More informal monitoring of the PSHE happening in school takes place when the subject leader observes assemblies, displays, special themed days and events and children's overall behaviour, attitude and conversations around school.

Policy Review

This policy will be reviewed by the PSHE subject leader, on a two-yearly cycle.