



HIGHFIELD FARM PRIMARY SCHOOL

PHSE Policy

Date of Policy approval _____

Date of Policy review _____

“I truly believe that the only way we can create global peace is through not only educating our minds but our hearts and our souls” –*Malala Yousafzai*

At Highfield Farm Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE program enables staff to tackle barriers to learning and raise aspirations for our pupils. It also enables our children to develop an understanding of the emerging challenges they face currently living in Highfield Farm including dealing with the Covid pandemic and associated grief and mental health issues along with the high level of poverty and deprivation within Rotherham.

Intent

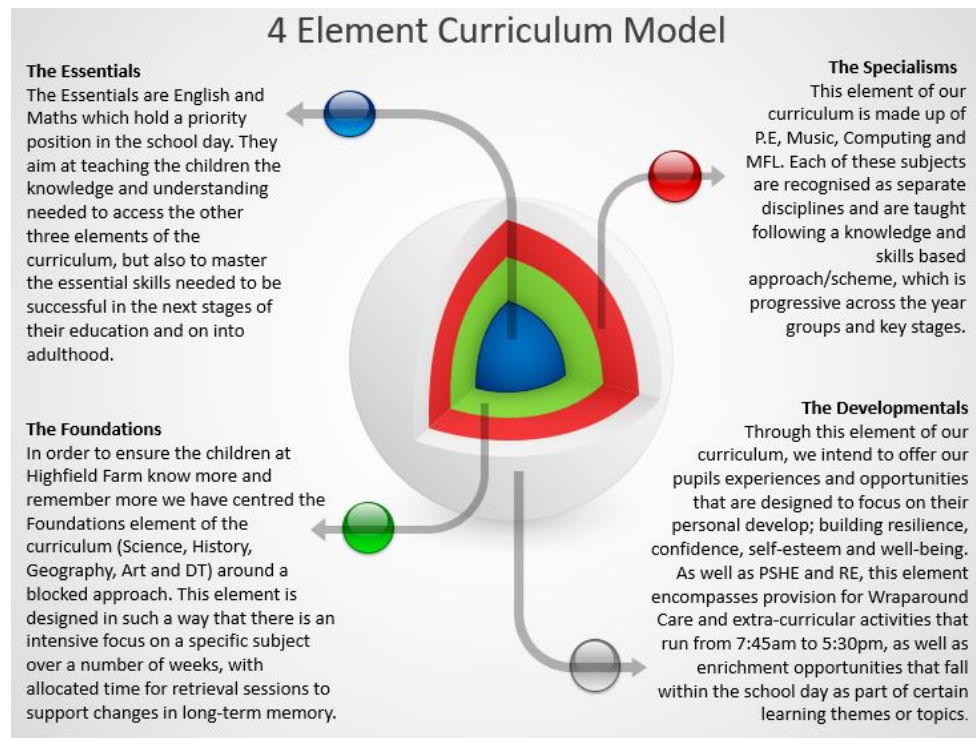
At Highfield Farm Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to help children to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- stay as healthy as possible.
- learn to keep themselves and others safe
- develop effective and satisfactory relationships
- learn to respect the differences between people
- be independent and responsible members of the school community
- be positive and active members of a democratic society

- develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community.

Our aim is to ensure that we offer our children a wide range of experiences and opportunities that are essential to develop their resilience, confidence and self-esteem which is an essential element of our carefully crafted curriculum model.



The children of Highfield Farm have a voice and have the right to use it and so should be encouraged to express their opinions. We teach and encourage the use of debate within a range of emotive topics. Our curriculum goes above and beyond in order to produce well rounded and informed pupils who are able to make a positive contribution to society.

Implementation

As a school we seek to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly. We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies and class discussions, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extracurricular activities. These include mental health awareness week, anti-bullying week, black history month and safer internet day along

with involvement from outside agencies including Crucial Crew, the local police and fire services.

To support the delivery of the curriculum we also have an ELSA trained member of staff who works closely with all classes to promote emotional literacy throughout school.

We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

Curriculum Organisation

In Key Stage 1 and 2, the teachers use the National Framework for Key Stage 1 and 2. This is implemented by planning using Jan Lever Jigsaw PHSE scheme of work which includes a whole school approach teaching the following units:

Unit 1 – Being me in my World

Unit 2 – Celebrating Difference

Unit 3 – Dreams and Goals

Unit 4 – Healthy me

Unit 5 – Relationships

Unit 6 – Changing me

The importance of vocabulary

Teachers use questioning, and provide opportunities, including circle time, for discussion and to support the development of specific language and vocabulary, which is explicitly taught and modelled by teachers in every lesson. Key terms and language (emotions, self-esteem, family and friendship) are revisited frequently, to make learning memorable, relevant and easy to retrieve. This is complimented by our vocabulary policy.

The teaching of vocabulary has been specifically designed to also take account of introducing children to specific terminology that will support future learning.

The place of reading

Reading is central to the teaching and learning of PHSE and indeed is key to learning. Working closely with the English team at Highfield Farm Primary School, teachers are able to select high quality texts that offer a rich context and stimulus to promote discussion and support teaching and learning. We carefully select stories from different cultures and ethnicities ensuring that some of the themes within them allow for challenge and misconceptions to be discussed. (EG, Brightstorm, Leaf, The unforgotten coat, The arrival, The matchbox diary). We also carefully select a number of texts to supporting children dealing with the many issues they may face growing up including grief (eg Winstons wish, The Goodbye book by Todd Parr and The Invisible String by Partice Karst), Race (It's OK to be different by Todd Parr, Amazing Grace by Mary Hoffman and The Boy at the Back of the Class by Onjali Q. Rauf), Inclusion (Julian is a Mermaid and Julian at the Wedding by Jessica Love, The Family Book by Todd Parr and the Elmer stories by David Mckee) and emotions and mental health (Ruby's Worry by Tom Percival and The Colour Monster by Anna Llenas)

EYFS

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Self-regulation
- Managing self
- Building relationships

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Impact

Our strong PHSE curriculum supports our children to become emotionally healthy which research (EEF and Public Health England) suggests enables them to achieve at a higher academic level. Our PHSE lessons help children to reach their full potential by supporting their wellbeing and tackling issues that can affect their ability to learn such as anxiety and unhealthy relationships. PSHE education also helps our children to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers

Appendix

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



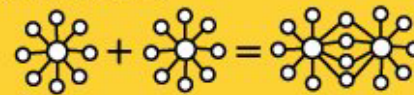
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.