



## Thornhill Primary School PSHE Policy

Date Issued	Autumn Term 2018
Governor Approval Date	Autumn Term 2018
Date of Next Review	Autumn Term 2020

At Thornhill Primary School our vision is to develop happy, motivated pupils, staff and governors who are;

- Able to work together as a whole school community
- Willing to embrace change, be innovative and respond to new ideas
- Able to express themselves with confidence
- Willing to learn and aspire to be the best
- Able to give, receive and value feedback

### Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

### Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE and Values whole-school approach, which is implemented from nursery through to year 6. This covers six themes throughout the year, which rotate on a two- year cycle and which underpin the fundamental aspects of emotional wellbeing:

**Peace, Respect, Hope, Friendship, Courage, Pride  
Confidence, Kindness, Positivity, Compassion, Tolerance, Self-belief**

### Planning, teaching and learning

Each half-term is dedicated to following a specific Value and within that Value specific skills are taught and covered. In addition, provision for PSHE is linked to these values so that the learning skills for each year group are progressive and age appropriate.

**In Key Stage 1 and Lower KS2: Children follow '1 Decision' programme of work that covers the following modules;**

- *Keeping Safe, Staying Healthy, Relationships, Being Responsible, Feelings and Emotions, Computer safety, Hazard Watch, A World without Judgements, Fire Safety, Environment,*

**In Upper Key Stage 2 children follow 'Go Givers' and follow the following programs;**

- *Belonging to Groups, Moral Dilemmas, Respect, Resolving Conflict, Peace, Self-Worth, Sustainability, Culture, Empathy, Identities,*

## **Promoting fundamental British values**

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

In KS1 and Lower KS2 children will learn about; *Money, The working World,*

In Upper KS2 children will learn to debate topical issues, *Brexit, Paying Taxes, Importance of Rules.*

All children learn about Democracy by electing House/Vice Captains, the work of the School Council, Interviewing new staff. They also learn about charitable giving through the range of charities supported during the school year.

## **Promoting a healthy lifestyle**

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Packet lunches do not include crisps or chocolate
- Organising walk to school weeks throughout the year and a sports day
- Offering a range of after-school clubs, such as multi sports, football, dance, cookery
- Providing fresh fruit daily and free milk for children under five
- Promoting healthy eating in the nursery
- Organising healthy living week workshops,

## **Assessment, recording and reporting**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos.

In Key Stage (KS) 1, class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly). There is evidence to support learning in PSHE in workbooks and on classroom displays.

## **Monitoring and evaluation**

Senior leaders and governors are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. This can be carried out in a range of ways; *through book looks, learning walks, talking to children, lesson observations and planning analysis*. Children's progress is recorded on Target Tracker and is reported annually to parents in a written report.