

## Kenmore Park Junior School PSHE Policy

### Kenmore Park Junior School Persona, Social Health and Economic Education Policy



### **Policy Statement**

At Kenmore Park Junior School, we believe that children have access to a broad and balanced curriculum. Through the teaching of personal, social, health and economic education (PSHE) and Citizenship, children will be encouraged to become healthy, independent and responsible members of society. Pupils will learn how to play a positive role in contributing to the life of the school and the wider community. They will have the opportunity to develop their sense of self worth. They will learn how society is organised and governed and experience the process of democracy in school through the school council. They will learn to appreciate what it means to be a positive member of a diverse, multicultural society and be challenged to think about their rights and responsibilities towards other people and how their actions can affect the lives of others both today and in the future. The school will commit itself to providing the most up to date PSHE curriculum through the adaptation of the PSHE Association guidelines. The school uses many other sources/resources such as the NSPCC, local experts, etc.

### **Aims**

Pupils will

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- 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;
- To adapt the curriculum to reflect changing requirements by law and local issues, (e.g radicalisation, dental health care etc.) and other changes the school feels are appropriate.

The school will use every opportunity to deliver the PHSE curriculum, e.g. explicit opportunities (such as assembly time) and implicit opportunities such as literacy/science lessons.

### **Equal Opportunities**

All children at Kenmore Park Junior School will have an equal opportunity to access aspects of the framework for PSHE and Citizenship, regardless of ability, gender and ethnic backgrounds. Children should be encouraged to sensitively relate their experiences of life and to discuss concerns with others. Teachers should be careful not

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to project their own views, unless they state clearly that it is their own person state that other people may also have a different, yet valid viewpoint.

### **Adaptive Teaching and SEND**

PSHE and Citizenship should be accessible to every child. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. The teacher should facilitate this using a variety of methods including:

- Adapting tasks by outcome.
- Use of open-ended tasks.
- Extension activities.
- Use of a variety of resources/visual aid/audio-visuals.
- Adapted work appropriate for a child's level.
- Adaptation by input/level of support.

Particular care should be taken when addressing sensitive issues such as families and substance abuse as there could be children in the class with related issues. PSHE teaching also takes into account the existence of stereotyping of people with disabilities.

### **Confidentiality**

At Kenmore Park Junior School, we will create a safe and supportive learning environment by laying ground rules with each class at the start of the year relating to respecting each other's privacy. As well as this, if a pupil relates something during a discussion, or wants to speak to the teacher following a lesson, which causes concern, the matter should be discussed with another member of staff, preferably the school safeguarding team. Pupils are made aware that they can speak to any member of staff if they are concerned about something, as well as the 'worry box', where pupils can put written notes for the pastoral team.

### **Continuity and Progression**

Continuity throughout KS2 in PSHE and Citizenship has been achieved through regular liaison with the Infant School.

In Years 3, 4, 5 and 6 careful liaison by the Co-ordinator will ensure framework coverage, continuity and progression. **Kenmore Park Junior School has begun to use the Kapow PSHE scheme of work in September 2023.**

### **'Kapow' Scheme of Work**

Since September 2023, Kenmore Park Junior School has been using the 'Kapow' primary scheme of work for PSHE. As well as providing full curriculum coverage, the scheme supports the PSHE Association's Programme of Study and it has been created by RSE and PSHE specialists.

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The scheme provides a spiral curriculum, which covers the following topics:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic well being

### **Use of ICT**

At Kenmore Park Junior School children have access to Google Chromebooks and these will be used on occasions during PSHE lessons. Access to the Internet can also provide learning opportunities in each topic/area of study. All classrooms are also fitted with an Interactive Whiteboard which can be used as a valuable teaching and learning resource.

### **Assessment and Recording**

At the start of a new unit, pupils complete a 'Knowledge Catcher', where they write down what they already know about the topic. Then, at the end of the topic, pupils add to the 'Knowledge Catcher' sheet in a different colour what they have learnt. (They do this in a different colour.) This shows the teacher what they have learned. As well as this, at the end of each topic pupils will be given a quiz based on what they have been taught.

Teachers also complete a 'Foundation Assessment' each half term, where two assessment criteria linked to the PSHE topic being covered are assessed. This helps to inform the teacher when he or she writes that child's end of year report.

The focus of PSHE at Kenmore Park Junior School is largely for discussion-based, oracy-rich learning. However, some work is written or carried out on Chromebooks.

### **Monitoring and Evaluation**

The Head teacher and PSHE Coordinator will monitor the teaching and learning of PSHE across the school through occasional lesson observations, discussion with class teachers and looking at evidence of work (including, where appropriate, photographs). Year Group Leaders should also monitor progress in their year groups. The PSHE Coordinator will keep a portfolio to demonstrate good practice. The PSHE Coordinator supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Head teacher

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an annual summary report, evaluating strengths and weaknesses in the subject indicating areas for further improvement.

### **Reporting to Parents**

PSHE must form part of the school's annual report to parents. There is no formal requirement to relate these to level descriptors at present. The subject co-ordinator will inform staff of any changes as they arise.

### **Resources**

PSHE resources are kept in the Humanities cupboard or by the PSHE Coordinator. The provision of resources will be constantly reviewed and updated as appropriate. For a full list of resources, ask the PSHE Coordinator.

### **The Provision of PSHE/Citizenship**

A range of teaching and learning styles will be used with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Pupils will be encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Children are given the opportunity to hear visiting speakers, such as health workers, police, people from different types of jobs and representatives from the local community, who are invited into the school to talk about their role in creating a positive and supportive local community.

PSHE and Citizenship are taught in a variety of ways. In some instances they are taught as discrete subjects, whilst at other times they are taught through other subjects (see PSHE/Citizenship audit). There is a large overlap between the programmes of study for Religious Education, Science and the aims of PSHE, therefore, a considerable amount of PSHE is taught explicitly and implicitly during RE and Science lessons.

PSHE is also developed through activities and whole school events, e.g. assemblies, school council, playground buddies, peer mentors and sports clubs. In Y6 there is a residential visit where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and cooperative skills.

For the specific allocation and coverage of PSHE objectives see the Curriculum map and the Programmes of Study.

### **Timing**

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PSHE is currently allocated a weekly slot of one hour whenever possible. In addition to the time given to the teaching of PSHE aims in other subjects.



### **Related Policies**

Sex education and drug education/substance misuse.

**Responsibility**                      **PSHE Coordinator**

**Policy Reviewed**                **Oct 23**

**Governor Approved**            **Dec 23**