



Blue Gate Fields Junior School

PHSE Policy

Policy details:

Date of policy: September 2021
Last updated: September 2023
Date of next review: September 2024

Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

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Signature (Chair of governors)

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Signature (Head teacher)

1 The legal position of PHSE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

PSHE is a non-statutory subject and can encompass many areas of study. Schools are required to tailor their curriculum to reflect the needs of their pupils and to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

'...Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle....'

For Further guidance on the statutory and non-statutory requirements of the PHSE curriculum we refer to the Department of Education (2021)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

What is statutory:

In regards to the statutory areas of the curriculum, please refer to BGFJ School's RSE Policy.

2 Purpose of policy

- To state the importance, the school places on the pupils' personal, social and health development;
- To set out the whole school framework within which the taught curriculum and wider opportunities contribute to this;
- To identify where responsibility for each aspect of whole curriculum provision lies;
- To inform all members of the school community and the individuals and organisations which support it;
- To set curriculum provision in the wider context of school improvement and Healthy Schools development;
- To ensure that statutory requirements are met (RSE).

Other policies contributing to PSHE:

Safeguarding, Confidentiality, Behaviour, Inclusion and Equal opportunities, RSE, Anti-bullying, and Teaching and Learning, Code of Conduct for staff and visitors and external partners in school.

3 Aims of PSHE

Blue Gate Fields Junior School takes a holistic approach to the teaching of PHSE including British values. We believe that values are not easily 'taught'. Instead they are lived through the culture, ethos and values of our school. We aim to nurture our children so that they can grow into safe, caring, democratic and responsible adults who make a positive difference to British society and to the world. We encourage our children to be open-minded, creative, unique and independent individuals, respectful of themselves and of others in the school, our local community and the wider world.

Our curriculum provides many opportunities to discuss and promote values. Our aim is for positive and shared values to permeate throughout the school and become embedded in all that we do.

Our aims include:

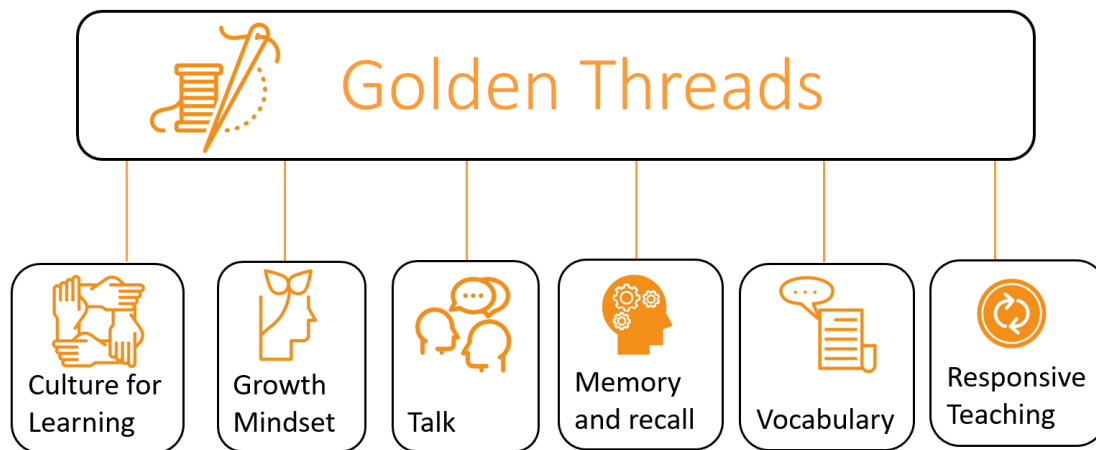
- To develop economic understanding and understanding of health related behaviour.
- To provide children with the knowledge skills and attitudes to enable them to reach their full potential.
- To provide a setting where the responsible choice is the easy choice.
- To provide opportunities to learn interactively.
- To support children in making the links between what they have learnt to say and do from one school subject to another and from school to their lives in the wider community.
- To provide opportunities for children to make real decisions and choices about their lives and to allow them to demonstrate that they have the ability to take responsibility for their decisions.
- To take a positive approach which does not aim to induce shock or guilt but focuses on what children can do to stay healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

3 Teaching and learning

A wide range of teaching and learning strategies are employed to provide opportunities for personal and social development as recommended in OFSTED reports on good practice in PSHE, SRE and Drugs Education (see separate policies).

Golden Threads:

Running throughout the teaching and learning in our school are golden threads that contribute to the distinctive Blue Gate Fields Junior School approach. We value these teaching and learning principles, as they are the key principles that best meet the needs of our specific learners, who disadvantaged or not, face a combination of linguistic, social or economic barriers to learning (please refer to our Teaching and Learning policy for further information).



We recognise that in all classes, children have a wide range of differing abilities, and we seek to differentiate the learning opportunities so all children can access a challenging and aspirational curriculum. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses; Setting tasks of increasing difficulty so that challenge is for all;
- Providing resources of different complexity, depending on the ability of the child;
- Using teaching assistants to support children individually or in groups.
- Organising visitors to come into school to talk (question & answer sessions) to the children on particular topics
- Coram Life Bus visits that occur every year to provide the children with the experience of learning about PHSE through interactive means.
- Workshop with therapists

PHSE can be taught through:

- Role play and drama;
- Story telling;
- Discussion and debate through P4C;
- Topic work;
- Reflection;
- Use of visitors;
- Use of local community services e.g. police force, fire & rescue services;
- Film & video clips
- See, Think, Wonder
- Time to Talk
- Assemblies

4 Curriculum planning in PHSE

At BGFJ School, we use a blend of teaching resources, which include: Jigsaw 3-11/12, SCARF Coram Life Education and resources developed by the school.

5 Assessment and Feedback

Children demonstrate their ability in PHSE in a variety of different ways. Younger **children** might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report. Teachers will assess children's work by formative and summative assessment during lessons and at the end of the unit. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children will be ranked according to attainment and then selected cusp children's work will be used to assess learning. At Blue Gate Fields Junior School, we know that feedback is powerful, but variable in its impact on learning. Feedback must be part of a formative learning culture which fits the stage of learning: surface, deep or transfer. We use feedback to close the gap between current and desired learning and understand that immediate in-lesson feedback is more effective than post-lesson feedback. Our pupils want feedback that is 'just in time', 'just for me' and 'about my work' (please refer to our Feedback including Marking policy for further information).

It is important to note in PHSE that often the effectiveness or importance of an experience cannot be measured; experiences in PHSE should not be limited to what can be objectively assessed or measured.

6 Resources

There are PHSE books (both fiction and non-fiction) available in the school's library. We also borrow books and other resources such as photo packs from the Tower Hamlets School Library Service.

7 Monitoring and review

The coordination and planning of the PHSE curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in PHSE (and RSE) and by providing a strategic lead and direction for this subject;
- Uses allocated management time to review evidence of the children's work, and to observe PHSE lessons across the school and support teachers through joint planning and model teaching.

The quality of teaching and learning in PHSE is monitored and evaluated by the Head teacher and Subject Leader as part of the school's agreed cycle of lesson observations.