



# Wise Owl Trust

## PSHE Policy

Version 1

Approved by Wise Owl Trust: February 2021

Due for review: February 2024

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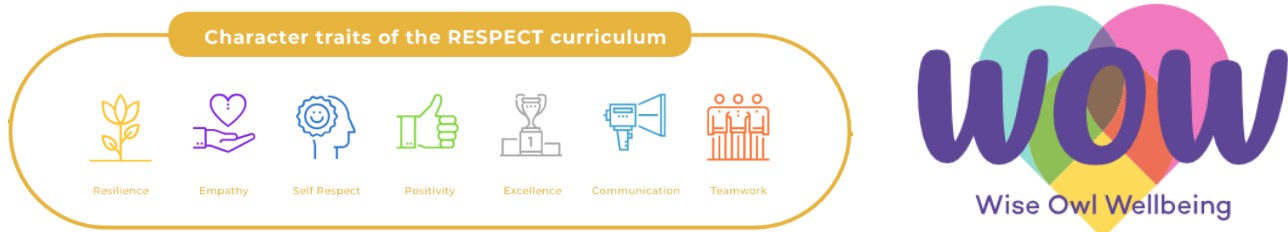
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## Our Academy Vision & Rationale

Academies within Wise Owl Trust are happy vibrant communities where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish. PSHE is at the heart of our school ethos. We are dedicated to ensuring that 'The school is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school'. Behaviour and attitude to learning is underpinned by values that are taught through PHSE lessons thus making it integral to the success of the children across the trust.

Our trust vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole school approach to the curriculum within our RESPECT and WOW Curriculum.



Our academies 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 physical and mental health & 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 young 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 Trust's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from Nursery through to Year 6. This covers three themes throughout the year, which underpin the fundamental aspects of:

**Relationships, Health & Wellbeing and Living in the Wider World.**

We aim to help the children to:

- Develop confidence and responsibilities and make the most of their abilities, through recognising their own worth
- Develop self-confidence and self-esteem
- Work well with others
- Prepare to play an active role as citizens in a diverse society
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments
- Develop good relationships and respect the differences between members of the school and the wider community
- Understand some basic principles of finances
- Make a positive contribution to the life of the school



## Planning, Teaching and Learning

OFSTED Guidance: All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

The DfE specified as part of its National Curriculum guidance that “*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*”. There is also an expectation that schools should “*use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions*”.

(Link: [DFE - Personal, Social, Health and Economic \(PSHE\) Education](#))

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

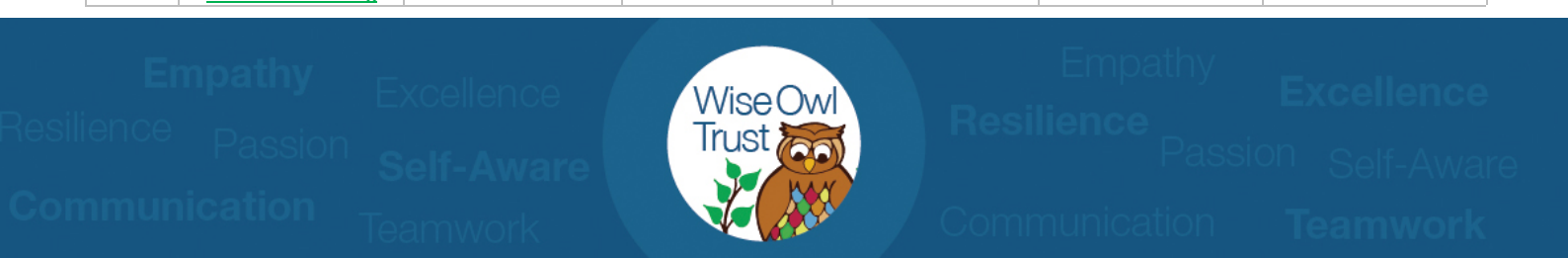
- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- This policy complies with the terms of our funding agreement

Within the Wise Owl Trust, PSHE (and RSE) are taught practically and theoretically as part of a weekly Character/Wellbeing Programme based on physical or class-based workshops as well as reflective tasks. These take the form of RESPECT and WOW workshops, which are taught by a specialist team.

Each half-term is dedicated to following specific PSHE themes: Relationships, Health & Wellbeing and Living in the Wider World. The themes have been carefully positioned across the year groups to ensure that activities are age-appropriate and skills are progressive. Staff will aim to allocate a minimum of 60 minutes each week to PSHE, inclusive of the RSE statutory requirements.

## PSHE Long-term Overview:

|        | Autumn  |   | Spring  |   | Summer  |   |
|--------|---|---|---|---|---|---|
| Year 1 | RESPECT Workshops<br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a> | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a><br><a href="#">Living in the Wider World</a> | WOW Workshops<br><a href="#">Relationships</a>  | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Living in the Wider World</a><br><a href="#">Relationships</a> | WOW Workshops<br><a href="#">Living in the Wider World</a><br><a href="#">Relationships</a><br><a href="#">Health &amp; Wellbeing</a> |
| Year 2 | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a> | RESPECT Workshops<br><a href="#">Relationships</a><br><a href="#">Health &amp; Wellbeing</a>  | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a>   | WOW Workshops<br><a href="#">Living in the Wider World</a><br><a href="#">Health &amp; Wellbeing</a>                                  |
| Year 3 | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a> | RESPECT Workshops<br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Relationships</a>  | RESPECT Workshops<br><a href="#">Living in the Wider World</a><br><a href="#">Relationships</a><br><a href="#">Health &amp; Wellbeing</a> | WOW Workshops<br><a href="#">Living in the Wider World</a>  |
| Year 4 | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a> | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a><br><a href="#">Living in the Wider World</a> | WOW Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a><br><a href="#">Living in the Wider World</a> | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | WOW Workshops<br><a href="#">Living in the Wider World</a>  |
| Year 5 | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Living in the Wider World</a>                                  | WOW Workshops<br>Cyber Character                        | RESPECT Workshops<br><a href="#">Living in the Wider World</a><br><a href="#">Health &amp; Wellbeing</a>                                  | WOW Workshops<br>Mental Health & Wellbeing  | RESPECT Workshops<br><a href="#">Health &amp; Wellbeing</a><br><a href="#">Relationships</a>  | WOW Workshops<br>Focus: Stereotypes   |
| Year 6 | RESPECT Workshops<br><a href="#">Relationships</a><br><a href="#">Living in the Wider World</a><br><a href="#">Health &amp; Wellbeing</a> | WOW Workshops<br>Crime – inc gang and knife             | RESPECT Workshops<br><a href="#">Living in the Wider World</a><br><a href="#">Health &amp; Wellbeing</a>                                  | WOW Workshops<br>Drugs, Tobacco and Alcohol   |   | WOW Workshops<br>Focus: Puberty and Changing Adolescent Body/Where Do Babies Come From?   |



### **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.

### **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
- Organising walk to school weeks throughout the year and a sports day
- Offering a range of after-school clubs, such as netball, football, multi-skills, hockey, ballet clubs
- Providing fresh fruit daily and free milk for children under five
- Running a lunch club in the nursery to promote healthy eating
- Organising healthy living week workshops, including 'wake up, shake up' family aerobics Organising out and about' days in the Early Years Foundation Stage

### **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 1 and 2 class teachers make use of ongoing observations to assess children's progress in PSHE. Our teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons, and through formal assessments of the work completed.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

### **Roles & Responsibilities**

**Governors/Trustees** will be required to approve the PSHE policy, and hold the Principals to account for its implementation.

**The Principal, Deputy Principal/Inclusion Leader and PSHE co-ordinator** are responsible for monitoring the standards of children's progress and achievement, and quality of teaching. The planning and co-ordination of the teaching in PSHE and Citizenship are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement
- Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE and Citizenship lessons across the school.



Empathy

Excellence

Empathy

Excellence

Resilience

Passion

Self-Aware

Resilience

Passion

Self-Aware

Communication

Teamwork

Communication

Teamwork

The quality of teaching and learning in PSHE and Citizenship is monitored and evaluated by the **PSHE coordinator** as part of the school's agreed cycle of lesson observations.

**Class teachers** are responsible for delivering the PSHE topics to their class and being aware of where extra lessons may be needed.

**Staff** are required to:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

**Pupils** are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **Links with other Policies**

Teaching & Learning Policy  
RSE Policy

