



Kingfisher Partnership

PSHE Policy

Policy Type:	Curriculum Policy
Approved By:	LGB
Approval Date:	1.2.18
Date Adopted by LGB:	Bi-Annually
Review Date:	
Person Responsible:	Maria Adcock

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Mission Statement

At Kingfisher Partnership of Church Schools we create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop the love of learning. Through partnership with parents and the community we will help children reach their full potential.

We take Pride in the successes and achievements of everyone in our school and we all share a responsibility to make it the best place it can be.

Introduction

- At Kingfisher Partnership we see Personal, Social, Health Education (PSHE) as being at the centre of all that we do;
- PSHE is a non-statutory subject. Personal, social, health education (PSHE) education is an important and necessary part of all pupils' education.
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
- Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

To lead the bi-annual review of the PSHE policy;
To ensure that resources used are relevant and appropriate to the needs of the children;
To lead on the evaluation of the PSHE policy and programme;
To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

Teachers:

To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
To contribute to the evaluation of the programme;
Assessing children's progress against the agreed learning outcomes; Communicating with parents when appropriate/necessary.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the class teacher in the first instance.

Provision:

At Kingfisher partnership we use PATHS (Promoting Alternative Thinking Strategies) as part of the curriculum. This teaches children about feelings and that all feelings are okay but not all actions are okay. This curriculum also focusses on how we deal with problems and a suggested bank of strategies to support this.

We also teach children about staying safe on the internet and keeping ourselves safe.

In Key Stage 2 the children also learn basic first aid.

At Kingfisher Partnership we also use the SEAL units of work to support our curriculum.

Each year we complete activities during anti-bullying week.

NSPCC come in to teach children about being safe and their personal space.

At the beginning of each academic year the children spend time learning about behaviours for learning and the learning muscles - concentrate, don't give up, cooperate, curious, have a go, use your imagination and to enjoy learning. These are revisited throughout the year with the children.

Growth mindset is specifically being taught throughout the year, lessons are planned progressively by using Katherine Muncaster's book Growth Mindset lessons.

Special Needs

We teach PSHE to all our pupils, regardless of their ability;

Learning opportunities are matched to the individual needs of children with learning difficulties;

Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording

Teachers assess the children's learning by making informal judgements as they observe them during lessons;

We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;

We keep records of the contribution to the life of the school and community

Our Celebration Assembly celebrates personal milestones.

There is a wow board in classes to celebrate achievements outside of school.

Texts can be sent home to celebrate personal achievements with regards to developing positive attitudes to learning;

Children are sent to other staff members to share outstanding pieces of work and can receive a sticker or merit.