

Viking Academy Trust



PSHE Policy

Upton Junior School

The VIKING ACADEMY TRUST PSHE for Upton Junior School' has been written after consultation with staff and following DfE guidance.

Approved by the Trust: T3 2019

Reviewed annually: Term 1

Last review date: Term 1 2024

Signed:

Chair of Trust

PSHE Policy

The Viking Academy Trust

Upton Junior School

Schools in the Viking Academy Trust (VAT)

We start 2024-25 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This PSHE Policy is specific to Upton Junior School.

PERSONAL, SOCIAL & HEALTH EDUCATION POLICY

Introduction:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Upton PSHE enhances the personal and social development of pupils by examining, exploring and promoting appropriate values which influence the individual and their development, relationships and interactions with others.

PSHE is inter-woven in the fabric of the school. Upton has a holistic approach to its provision of this significant area of learning.

At Upton we have adapted the new PSHE Association Programme of study, ensuring that not only does it cover the essential ingredients of successful PSHE but is also bespoke both to our school and to our local area.

At Upton PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and

balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

Aims:

Our PSHE programme at Upton focuses on three overarching themes:

Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
 - Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

The role of adults:

Is to promote PSHE at all times. This takes place through their daily interactions with pupils, the care they show, their adherence to behavior expectations and fairness, to tolerance and understanding of others, their status as positive role models for children.

Adaptations and Inclusion in PSHE:

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. Knowledge of individual pupils may determine whether they take part in PSHE regarding a specific subject or issue. Our Learning Mentors are well-placed to advise our staff team.

Provision of PSHE:

PSHE is delivered within a whole school approach which includes:

- ◆ **Dedicated curriculum time:** Every term starts with a Personal Development Day which centres on a PSHE theme. Cross curricular links are also made. The afternoons lessons of that week are also PSHE. (See Appendix 1)
- ◆ **Adaptative and responsive teaching and learning:** teachers will ensure that they respond to the emotional/social needs of their class – both pre-emptive and reactive to reflect the
- ◆ **Charitable events:** Upton teaches and celebrates the importance of helping those in need and contribute to children's personal development such as Hello Yellow Day for Young Minds and Anti-Bullying Week.
- ◆ **Cross-curricular learning:** Debates and discussions linked to our PSHE themes can be seen in our English and Thematic curriculum.
- ◆ **Mindfulness and Brain/Movement Breaks:** children experience regular mindfulness throughout , promoting their health and wellbeing.

◆ **Zones of Regulation:** every classroom has a display which shows four colours that represent four areas of feelings and children place their name to a zone so they can identify with their feelings and teachers/support staff can support those in need (See Appendix 2)

◆ **Specialised assemblies:** SLT will teach PSHE themes and explore the school's Core Values in whole school assemblies.

◆ **Focus days and weeks:** Mental Health, E-Safety and Anti-Bullying days take place regularly throughout the school that also develop the children's understanding on health and wellbeing, as well as living in the wider world.

◆ **Pupil Leadership and Pupil Voice:** children learn to play key roles in society and community through Form Captains, Sports Captains, Eco Warriors, Reading Ambassadors and House Captains.

◆ **Pastoral care and guidance:** teachers, support staff and learning mentors have had training on being mental health aware and developing strategies to promote positive discussion and development with their pupils.

◆ **Visiting speakers:** representatives from the fire service, sea safety speakers, drama teachers, members of local religious communities have led assemblies that enlighten children in different aspects of the society in which we live in.

Core Values:

At Upton our Four Core Values are integrated into our curriculum.

They are:

Friendship Adaptability, Respect and Resilience.

At the end of each term each class votes for a member of their class who they believe represents and embodies these values. Teachers and support staff emphasize the importance of showing Upton's core values throughout all areas of learning. The core values are integral to our thematic curriculum.

Learning Outside of the Classroom:

Providing children with a range of educational experience is key to their personal development. Upton offers a range of learning opportunities that develop the children personally, socially and emotionally.

School Trips: Each year group will visit a place out of school grounds that will widen their experiences and could include the library, museums, zoos, theatres and educational learning centres.

Appendix 1:

Year 5's Term 1 PSHE Medium Term Plan:

<p>Week 1</p>	<p>PSHE - PD Week: Health and Wellbeing</p> <p>Focus Text: I'm Just a Kid: A Social-Emotional Book about Self-Regulation - https://www.youtube.com/watch?v=LL2H5pK6qO8</p> <p>Key Video about embracing challenge: https://www.youtube.com/watch?v=HisYsqqszqo</p> <p>E-Safety Focus - Self Image and Identity – activity to be completed during this week</p> <p><i>Philosophy Question for circle time: What does it mean to be in a team? (Link to being part of a team as a class – all members are important and a key part)</i></p> <p>Let's Get Sticky!</p> <ul style="list-style-type: none"> • Individual Liberty • Mutual Respect • Rule of Law • Democracy • Tolerance • Peer pressure <p>PD Day: Start with the philosophy question and then link it to Friendship – key theme for the first day.</p> <p>What is friendship?</p> <p>How can I be a good friend?</p> <p>Can I be a good friend but disagree with their choices?</p> <p>Art Based outcome on Friendship?</p> <p>Lesson 1: Introduce Focus Text. IALT: develop strategies to help me when I get anxious Re-introduce the zones of regulation</p> <p>Lesson 2: IALT: know that pressure to behave in a bad way can come from a variety of sources IALT: understand how to resist pressure to make wrong choices</p> <p>Lesson 3: IALT: identity and explain situations using the British Values.</p> <p>(Recap the British Values and look at scenarios which demonstrate them e.g. people from different faiths enjoying a game of football is tolerance of other faiths, being a friend with someone who has different ideas is mutual respect.)</p>	<p>Lesson 1</p> <p>All: know when I am feeling anxious and that there are strategies I can use to calm down</p> <p>Most: explain the different emotions in the zones of regulation</p> <p>Some: make comparisons to experiences and varying emotions</p> <p>Lesson 2</p> <p>All: know that peer pressure is someone making you do something</p> <p>Most: to be able to identify good and bad peer pressure</p> <p>Some: explain why people try to peer pressure</p> <p>Lesson 3</p> <p>All: know the five British Values</p> <p>Most: explain the 5 British Values</p> <p>Some: make references and comments that link to the British Values</p>
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Appendix 2: Zones of Regulation Display:

