

PSHE POLICY

Approved by Full Governors on
To be reviewed on or before
Signed.....Chair of Governors
Signed.....Headteacher

School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

What is ELE Essence?








We have chosen to group together different facets of our personal development offer as one coherent subject which we call ELE Essence. This name was inspired by the fact that it permeates through every area of school life and helps to 'cement' the 'Bricks' of our curriculum together. ELE Essence consolidates all areas of personal development, including SMSC, RHE, and both our school and British Values. It is taught during one afternoon per week, alongside R.E.

Intent

At Eccleston Lane Ends Primary School, we believe that ELE Essence (PSHE) programme helps our pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and into adulthood. It also helps them to develop the qualities and attributes they need as individuals, family members and also members of wider society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, ELE Essence can tackle barriers to learning, raise aspirations, and widen the children's horizons of the world in which they live. We believe that this programme 'cements' the bricks of our curriculum together, providing a well-rounded education for all.

Implementation

The programme is a driver for our teaching and curriculum events. Each half-term focuses on one of our whole school values (through assemblies) and each term has a broad overarching theme: caring for myself, caring for others and caring for our world. These themes permeate throughout all areas of learning. They are delivered through carefully planned and sequenced 'Essence' sessions and also through collective worship. Our bespoke PSHE curriculum is used to deliver all of the statutory content and this is supplemented by a variety of other programmes taught once per half-term (including Jigsaw, Picture News and E-Aware), to meet the needs of our school community. Finally, year group specific events, such as our whole school Diversity Week, Mental Health & Wellbeing Week, Money Mentors in Year 5 and Year 6, and our Wellbeing Warriors programme, supplement our offer even further and ensure that our 'Essence' Curriculum is bespoke and completely tailored to meeting the needs of our community.

ELE Essence at Eccleston Lane Ends Primary School			
 <p>Picture News/British Values</p> <p>From football and fish & chips to queuing and talking about the weather, there are many ways to define Britishness. Britishness is also about the values that we live by in our wider community. Therefore, it is vital that we give our children a sense of belonging to the wider community, and to the country in which they live, by promoting British values, helping them to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Picture News presents real examples of the British Values to the children and allows for thoughtful discussion and contributions around issues that are current in the world today.</p>	 <p>E-Aware</p> <p>With technology playing such a significant role in society today, we understand that it is important that children know how to use this safely. Our assessment-driven E-Aware scheme, focuses on the specific needs of children. The assessments clearly demonstrate emerging needs in the class and lessons delivered, target these areas to ensure that pupils have a well-rounded understanding of how to use the internet in a safe and responsible way.</p> <p>E-Safety Ambassadors help to promote key messages across our school community and ensure that our curriculum is kept up-to-date with the latest technological developments.</p>	 <p>Money Mentors</p> <p>We believe that now more than ever if children start learning the basics of money management at an early age, they will be confident about managing money as they grow up.</p> <p>If they understand <u>why</u> it makes sense to save for things you want but don't need, what borrowing means, how credit works and the risks involved, they are less likely to fall into serious debt. We think that will benefit not only themselves but <u>society as a whole</u>.</p> <p>Children begin their learning about finance and the world of work in Reception and this culminates in Year 5 and 6 where children become Money Mentors delivering lessons to their peers.</p>	 <p>Additional Opportunities</p> <p>As well as our core curriculum we also provide children with additional opportunities to apply their learning and further develop their skills around the three core elements of our Essence Programme.</p> <p>Examples of these opportunities are:</p> <p>Caring for Myself: Road Safety (YR) Dental Hygiene (Y1), First Aid (Y4), Bikeability (Y5), Knife Crime Workshop (Y6)</p> <p>Caring for Others: Macmillan Coffee Morning (Y6), Food Pantry (Y4), Afternoon Tea with the Community (Y3)</p> <p>Caring for Our World: Walking Bus (whole school), Big Walk & Wheel Week (whole school) Junior Road Safety Officers (Y6)</p>
 <p>Physical & Mental Wellbeing</p> <p>We believe at Eccleston Lane Ends that children's health and wellbeing is so crucial to everything they do, that it forms one of the key building blocks in our BRICKS curriculum.</p> <p>We believe that it is important that children are taught explicitly how to look after themselves and their health both physically and mentally. We have a 'wellbeing warriors' programme where children are trained as mental health champions to help not only themselves but their peers.</p>	 <p>Stonewall</p> <p>Inclusion and celebrating diversity is a fundamental element of not only our Essence programme but our whole school vision and values. We understand how important it is for all of our community to feel valued and accepted. We are currently working towards the Stonewall Bronze Award.</p>	 <p>EYFS</p> <p>PSED is a core part of our Essence programme in Early Years. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.</p> <p>Children's early PSED has a huge impact on their later well-being, learning achievement and economic success too.</p>	<p>Subject Priorities</p> <ul style="list-style-type: none"> • Develop more opportunities for children to 'Care for their World.' • To continue to develop oracy within our ELE Essence programme. • To continue to develop and embed learning from the Stonewall program.

Impact

We understand that we may not see the true impact of our PSHE curriculum on our children as our PSHE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, Supporting our Well-being & Health is a key 'brick' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. Across the Essence curriculum students focus on their attitudes towards learning, motivation and resilience.

The PSHE Reading Spine gives a vehicle for children to explore differences across the spectrum of global society, prejudice and discrimination, acceptance and understanding. Anti-bullying is also a core focus.

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. Critical thinking, in units 'Safe Relationships' and 'Keeping Safe' provides pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights. The impact of this should be pupils wanting to come to school as they feel safe and valued.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading at the heart of our Essence curriculum. Through disciplinary literacy in PSHE lessons, the impact of reading on the children's learning is paramount.

The impact of Eccleston Lane Ends Essence (PSHE) curriculum is measured through the following:

- Assessment at the end of each unit of work (formative or summative)
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate
- The behaviour and attitude of our pupils
- Students are also equipped with a range of strategies to safeguard themselves and others

Assessment, Recording and Reporting

An annual report which includes PSHE is presented to parents outlining curriculum coverage as well as strengths and areas for development in knowledge, skills and understanding.

Health, Safety and Safeguarding

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to art to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the (subject) curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Roles and Responsibilities

The PSHE Leader Miss S Bond is a member of the Senior Leadership Team and hold accountability for this role.

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high-quality education of our pupils.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

References to other policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy