



Brindley Heath Academy PSHE Policy

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Safeguarding Statement

At Brindley Heath Junior Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Brindley Heath Junior Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Curriculum INTENT

Personal, Social, Health and Economics Education (PSHE) enables pupils to develop the knowledge and understanding that they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

At Brindley Heath our PSHE curriculum will support the moral, cultural, mental and physical development of our pupils, builds cultural capital and educates them for experiences in school and later in life. We believe that children should be given opportunities to engage with current issues so that they can make clear, informed choices about new challenges and critical opportunities that will arise as they grow up and become responsible adults.

Our curriculum provides children with a wealth of learning opportunities and experiences across and beyond the classroom, children are actively encouraged to contribute fully to the life of their school and community. Children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Children will have a clear understanding of their role as a citizen, not only in school but in the wider community and in the world beyond

Aims and Values

Brindley Heath Academy's PSHE curriculum has been designed to allow each child to:

- Recognise their own worth and develop their confidence, responsibility and ensure they make maximise their abilities
- Collaborate and prepare them to play an active role as citizens
- Develop positive, healthy relationships and respect for themselves and others
- Develop a resilient, growth mind-set
- Encourage them to develop good relationships and respect for diversity
- Know and understand what constitutes a physically and mentally healthy lifestyle
- Develop online and offline safety awareness
- Be positive and active members of a democratic society
- Develop self-belief, self-confidence and self-esteem, making informed choices regarding their personal and social situations

The PSHE curriculum builds upon our school values of respect, resilience, pride and individuality.

2. Curriculum IMPLEMENTATION

PHSE is an integral part of our children's education. We believe that children should learn about the core themes of:

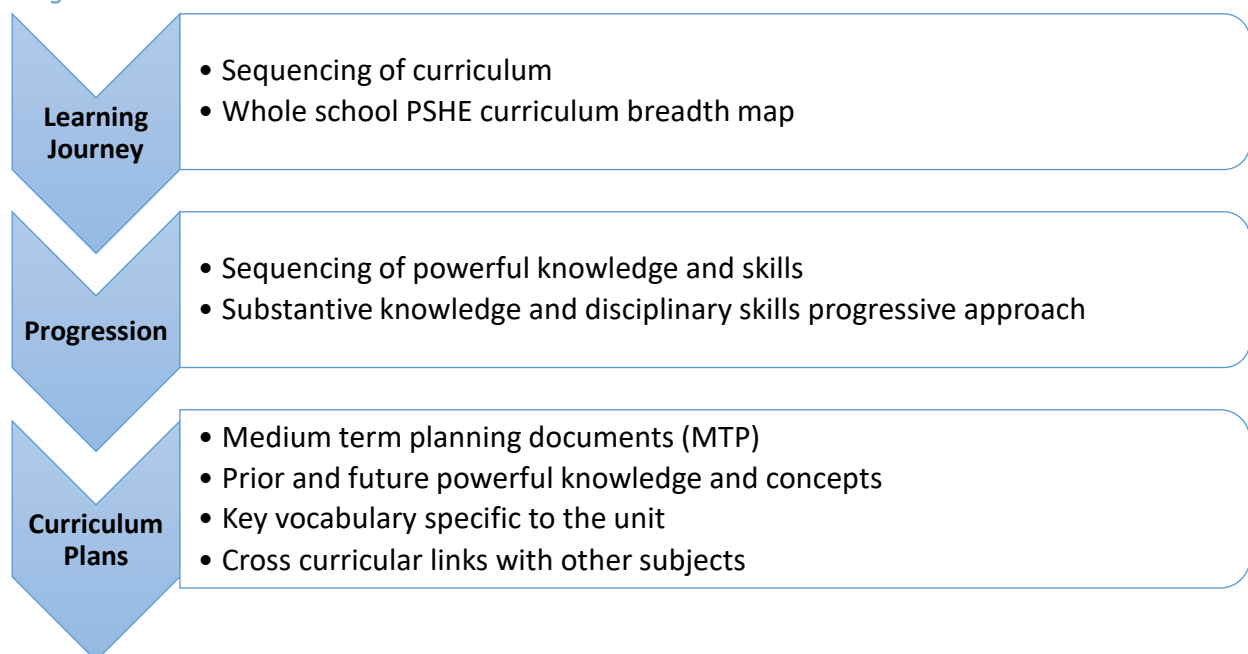
- Health and Well-being
- Relationships and
- Living in the wider world.

We focus on the characteristics of positive relationships to friendship, family and with others.

Our PHSE schemes of work offer a broad, balanced, rich and vibrant curriculum that provides outstanding curriculum provision. Children are taught about the importance of physical activity and diet for a healthy lifestyle, ways to maintain good mental health and wellbeing to prepare our pupils for the opportunities, responsibilities and experiences of later life. The curriculum will be taught inclusively, with the consideration of the needs of all learners; it will be exciting and will inspire children to nurture a passion for learning.

In Key Stage 2 pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities and will learn about the wider world and the interdependence of communities within it. They will build on their Key Stage 1 input to learn the rules and skills for keeping themselves healthy and safe, taking care of their mental health, behaving well and have opportunities to show that they can take responsibility for themselves and their environment and resist bullying. They will be encouraged to develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect personal, local, national or global issues and political and social institutions.

Diagram 1 – Curriculum Overview



2.1. Learning Journey

- As teachers we need to know and understand the PSHE Curriculum as a cohesive whole. We need to be able to make connections to prior and new learning.
- Our PSHE curriculum meets the PSHE Association curriculum programmes of study and is enriched further so it is bespoke to the needs of our school.
- A coherently planned and sequenced PSHE curriculum is research informed. It connects and builds on prior knowledge leading to progression and depth overtime.

2.2. Progression

- Powerful knowledge planned takes the form of highly connected concepts that are tightly linked. They build on prior learning by a logical assembly of knowledge over time throughout the key stage. Children need to be able to apply their learning to answer deeper questions.
- The curriculum is designed to ensure there is a balance across breadth and depth. The children will return to these concepts repeatedly, within a period of study and across Key Stage 2.
- The schema for knowledge is built by the way the curriculum is organised. The correct sequencing of knowledge that is built on gradually.
- As with other subjects, we need to teach and use vocabulary and abstract terms. They need to be reinforced and returned to over time, and used in sentences to ensure thorough understanding.
- Opportunities for recall and retrieval of powerful knowledge are built into each lesson to ensure that our children know and remember more.
- Children should return to the enquiry question and make reflections about what they have learned. This must be supported by teachers using oracy, discussion and collaborative learning strategies.
- A range of resources should be used with the children, these will include written texts, online videos, organisations and interactive resources and objects.
- There are numerous PSHE books for the children to read on relevant to the curriculum. These are part of our school library and teaching resources that support the research based enquiry lessons.

2.3. Curriculum Plans

Medium term planning has been created using a number of different sources to support teachers with their PSHE lessons. Medium term planning documents contain the following:

Children are given opportunities to talk about their learning; use key vocabulary; discuss, explain, explore their thinking and beliefs and make connections beyond the subject by linking to learning in other areas. In PSHE teaching, we aim to stimulate the children's interest to prepare them for future life and potential careers. We recognise and value the importance of encouraging children to develop their own opinions and viewpoints, following their learning and listening to others'.

Cross curricular links are woven purposefully across the curriculum with particular links to our reading spin, focussing on building pupil's understanding of diversity and the wider world.

2.4. Meeting the needs of all children

At Brindley Heath Academy, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that consider the individual needs of our children. When planning for teaching and learning in PHSE, we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils and scaffold learning effectively to support pupils produce high quality curriculum outcomes. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will ensure that pupils with SEND can study all aspects of PHSE and ensure that there are no barriers to every pupil achieving. Reasonable adjustments will be made so that every SEND child can fully access all aspects of the PHSE curriculum. Teachers will also take account of the needs of pupils whose first language is not English.

3. Curriculum IMPACT

At Brindley Heath Academy, through our PHSE curriculum we are empowering children to gain the knowledge, demonstrate integrity and develop a richer understanding of what they need for their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the exceptional quality. We will ensure that the curriculum is regularly monitored and reviewed. The PSHE Subject Leader, liaising with SLT, staff, parents and children will regularly review learning, outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our Teacher Assessment Framework will be used by the children and staff to reflect on the progress that is being made over time; children will also record their pupil voice, contribute to their Class Book and write pieces reflecting upon their learning.

All leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life. The quality of education in PHSE will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Children are unique individuals, and each has the potential that we need to unlock. Our school values are be respectful, be aspirational, be resilient, be proud, be you, be Brindley Heath and through our curriculum we enable this to happen.

Review:

This policy will be reviewed **every 2 years** by subject leads, SLT and Governors.

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.