

Introduction

The National Curriculum for PSHE describes what must be taught in each key stage. Middlefield Primary Academy uses robust assessment systems to assess the children against the National Curriculum and clear tracking systems to monitor the progress of classes, sets and groups of children. This ensures continuity and progression in the teaching of PSHE. In EYFS, the curriculum is guided by The Early Years Foundation Curriculum.



Teaching and Learning

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children develop ground rules together, which ensure that every child feels safe and is able to learn in a supportive and caring environment. We value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding. Our approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with SEN, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

We use the Kapow PSHE and RSE scheme and the resources recommended within. We avoid a 'resource-led' approach to delivering PSHE, instead focusing on the needs of the children and our planned learning objectives. Resources which meet these objectives are carefully selected. Teachers will always read and assess books/websites/presentations before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

Monitoring and Assessment

Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments. We often record children's work in PSHE in a class book with photos and result of group discussion and the teacher or TA records work completed. We use the assessment tools provided in the Kapow Programme to support teacher assessment. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at, above or below the expected level. Children are supported to participate in this process appropriately for their age and ability.

Leadership and Management

There is a subject leader for PSHE who is responsible for:

- producing an action plan and for the implementation of the PSHE policy across the school.
- offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of PSHE.
- maintaining resources and advising staff on the use of equipment.
- monitoring classroom teaching or planning following the schools rolling programme of monitoring.
- leading staff training on new initiatives.
- attending appropriate in-service training and keeping staff up to date with relevant information and developments.
- keeping parents and governors informed on the implementation of PSHE in the school.

Related Policies

When reading this policy, you should refer to the following policies which apply to this subject:

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| • Marking | • ICT |
| • Teaching and Learning | • Health and Safety |
| • Assessment | • Equal Opportunities |
| • Homework | |

