



PSHE Policy

Staff Responsible:

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Teaching and Learning in PSHE

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. **Subject Audit** - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** - Supports the RAG rating from the Subject Audit.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of PSHE

In Shotley Bridge Primary School PSHE is taught every week by class teachers. This is done through two 15 minute sessions twice a week. The first session we have a class discussion and the second session the children may complete an activity based on the learning intention for that week or continue with their class discussion. We follow the PSHE association planning which has been enriched with visits (e.g. dentists, paramedics) and resources from various online schemes.

All classes use a floor book to show their learning, which is visible in class for the children to see and be referred back to. The floor books can include mind maps from class discussions, examples of children's work, photos of activities and speech bubbles written by adults in EYFS and KS1 and the children in KS2.

Elements of PSHE and Personal Development is integrated throughout each curriculum area and is further supported during weekly assemblies and special days celebrated in school (e.g. odd sock day, mental health week).

Lesson Content

In support of foundational understanding of PSHE, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:-

- **New unit heading** - shared at the start of the unit with class and recapped at the beginning of each lesson.
- **Learning Intention** - This is question based so the class can answer the question through their discussions and learning. Shared at start of each of the two sessions and at the end to answer the question as a class.
- **Key vocabulary** - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence PSHE effectively, the following strategies have been implemented: -

- EYFS - Floor Books
- KS1 - Floor Books
- KS2 - Floor Books including speech bubbles written by children.

Floor books should be labelled with PSHE and Year Group on the front. Inside first page, there will be a contents page which will breakdown each unit heading beside the relevant half term (e.g. Autumn 1 - What makes a good friend?). At the start of each unit should be a unit contents page which will break down each lesson question within that unit (e.g. Lesson 1 - What does it mean to be lonely?).

Assessment

Throughout PSHE lessons, adults will formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback will be verbal and can be in the lesson or at a more appropriate time, depending on the child.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of strategies, such as evidence in whole class book, class discussions, focussed questioning, sticky knowledge time.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.