



Katherine Semar Schools

# PSHE POLICY

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Katherine Semar Schools

## PSHE POLICY

### INSPIRE CURRICULUM

At Katherine Semar Schools we have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is developed in a cross-curricular approach wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose for learning.

### OUR AIMS IN PSHE – What do we want to do?

At Katherine Semar Schools, PSHE is a subject through which our pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our PSHE curriculum has an impact on both academic and non-academic outcomes for pupils.

### OUR IMPLEMENTATION – How will we achieve our aims?

#### Long term curriculum plan

- Although PSHE is a non-statutory subject, it encompasses many areas of the curriculum.
- Our PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.
- We tailor our PSHE programme to reflect the needs of our pupils and use Jigsaw 3-11 PSHE for Schools in England to structure our curriculum. We use 'distancing techniques' to implement PSHE. Where sensitive issues are explored, children are encouraged to develop positive strategies usually through considering the perspective or experience of a third party, for example, a character in a story.
- This planning tool divides the PSHE and Citizenship curriculum into six themes which are re-visited by each year group (from Early Years to Year 6).
  - The themes are:
    - Being Me in my World – Zones of Regulation
    - Celebrating Diversity
    - Dreams and Goals
    - Healthy Me
    - Relationships
    - Changing Me
- We have six core values that underpin all learning. These are: be kind, be respectful, be confident, be resilient, be curious and be positive.
- Through explicit teaching of Zones of Regulation, we strive to address underlying deficits in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward independent regulation.

## **Challenge and Support for all Learners**

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be higher prior attaining or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## **Assessment**

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

## **OUR MONITORING – How will we monitor the effectiveness of our PSHE policy?**

At Katherine Semar we believe that the most effective way to monitor the impact of our PSHE policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in PSHE:

- **Lesson Observations and Learning Walks**

Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.

- **MAPP (Mapping attainment and progress for pupils)**

We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.

- **SHEU**

Each year we take part in the Essex SHEU survey (School's Health and Wellbeing Survey Prepared by the Schools Health Education Unit). This benchmarks our school against other schools in Essex for aspects of children's health and well-being. The results are then analysed and used to inform our school development plan.

- **Work Scrutinies**

Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Pupil Conferences**

Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.

- **Governor Visits**

As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.

Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of PSHE at our school and their feedback actively informs subject development through our curriculum action plan.