

Vision Statement

At KDPS, PSHE enables our children to become healthy, independent and responsible members of our local and wider society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. PSHE at KDPS is closely linked with Jewish Studies and mirrors the ethos we aim to provide our children at KDPS to grow up to be positive members of their Jewish community.

Intent

At KDPS, we want the PSHE curriculum to ensure that children can demonstrate a greater emotional intelligence and understanding of what it means to be a successful member of society.

Aims:

PSHE education at KDPS aims to explore the knowledge and understanding children need in order to:

- stay safe, be happy and healthy and fulfill their potential, while also preparing them for life, both in the present and future.
- at KDPS we aim to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect.
- PSHE education at KDPS also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved.

Objectives:

- Focus is quality and not quantity, we will use the time given to PSHE on the timetable effectively and efficiently in discrete lessons as well as linked in a cross curricular manner where possible.
- To work in conjunction with the Jewish Studies department through the PaJes Torah and Me Well-being program of study.
- Relationships lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Implementation

Organisation

PSHE is taught for one lesson a week every week. Staff plan their PSHE units using the 1decision and Heads Up Kids scheme of work.

The PSHE subject lead will look at medium term planning and weekly planning to ensure consistency and correlation to the PSHE overview.

Curriculum

At KDPS we follow the 1decision scheme of work for PSHE/RSHE. We believe that the teaching of PSHE should be tailored to the needs of the children at our school. At KDPS we work closely with the Jewish Studies department to plan for the statutory Relationships and Health Education so that it complies with the ethos of our Jewish School. At KDPS, The Heads-Up Kids wellbeing programme is delivered to enhance the delivery of RSHE. The Heads-Up Kids programme fulfils curriculum requirements for caring friendships and mental wellbeing, as well as aspects of respectful relationships.

EYFS

In the Early Years Foundation Stage, PSHE is referred to as **personal, social and emotional development**. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself.

KS1

In Key Stage 1 the main aims in PSHE are Keeping/Staying Safe and Healthy, Relationships, Being Responsible, how to manage and understand our Feelings and Emotions, Computer Safety, Our World, A World Without Judgement and Fire Safety. These topics are taught through the 1decision scheme of work. The Heads Up Kids KS1 programme, follows the adventures of Sebby Star in a story-based, immersive learning experience. Each year group has twelve sessions which help children to recognise emotions and play well together.

KS2

In Key Stage 2 the main aims in PSHE are Keeping/Staying Safe and Healthy, Growing and Changing, Being Responsible, how to manage and understand our Feelings and Emotions, Computer Safety, The Working World, A World Without Judgement and First Aid. All these specific topics are developed and broadened through the 1decision scheme of work. (See progression Map). The Heads-Up Kids KS2 programme, works on four main themes, emotional literacy, emotional regulation, getting on with others and building positivity and resilience. The curriculum aims to build childrens' confidence, self-esteem and resilience, help children work collaboratively and develop problem solving skills and develop positive mental health.

Inclusion and Adaptive Teaching

At KDPS, we pride ourselves in ensuring that we cater for all children's needs. All children at KDPS, regardless of gender, ethnic origin, physical or intellectual capacity should have equal access and be given equal opportunity to participate in PSHE lessons and learn and develop their skills. Lessons must be taught in an adaptive way and support children with specific needs. This could be in the form of additional adult or peer support, extra time, differentiated tasks etc.

Spiritual, Moral, Social and Cultural Development

- Spiritual development: Through helping pupils to build an emotional intelligence giving them the skills to recognise the beauty and diversity of their differences and the differences in others. At KDPS we link PSHE with JS Parasha lessons where possible- liking topics such as kindness, friendships and giving etc.

- Moral development: PSHE teaches children how to have strong moral and ethical groundings and gives them the foundation to become successful members of their community through helping pupils to gain a better understanding of responsibilities and how to keep themselves and others safe. Through discussion, the children learn to appreciate moral dilemmas based around bullying, friendships and computer safety.
- Social development: Through helping pupils to understand the need to consider the views of others when discussing relationships and our world.
- Cultural development: By exploring topics in PSHE such as healthy eating, anti-bullying, computer safety, healthy lifestyles- the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Impact

Progression and Continuity

Throughout school, children's understandings of concepts should be revisited and built upon. The 1decision progression map provides a structure in which this can take place. Teachers need to use this to inform their planning to ensure continuity. We use a variety of teaching and learning styles in PSHE lessons- in the form of circle times, group discussions, peer discussions and group work.

<https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/mapping-docs-kos/knowledge-and-skills-progression-2026.pdf>

Progress and Achievement

By the end of each key stage, pupils are expected to know, apply and understand the matters and skills taught in PSHE lesson. These are developed through the 1decision scheme of work.

Assessment and Recording

At KDPS we recognise the importance of gaining an understanding of what skills children have understood in PSHE. Children and teachers need to know how well they are doing and what they need to do to improve.

- Assessment for learning should be incorporated into lessons to support individual learning.
- Teachers should keep marking up to date. Work should be marked in accordance with the lesson objective.
- Any assessments should be used to inform planning to help children make progress in their learning.
- The subject leader will keep a portfolio of children's work as part of their subject file. This will demonstrate the progressive teaching, learning and achievement throughout the school. It will also support the subject lead to manage PSHE across the school and in making judgements about the standards of children's work.

Monitoring

PSHE teaching needs to be monitored across the school to ensure that it is consistent and progressive for the children. To do this, a number of tools will be used.

- Meetings to ensure each year group is aware of which area of the 1decision books they will focus on and that teachers are confident delivering the Heads Up Kids programme.

- Book scrutiny
- Lesson observations
- Pupil voice
- Staff voice

Any form of monitoring will take into consideration the well-being of all involved. The main aim of monitoring is to ensure the best possible PSHE education for the children of KDPS.

Role of the Subject Leader

The role of the subject leader is to follow through with the aims and objectives of this policy and ensure that children understand the topics covered in PSHE– learning more and remembering more. The action plan plays a role in this, ensuring that the school has everything in place to support staff and pupils achieve their best.

Roles and Responsibilities

- To maintain a subject leader file
- To create, follow and re-evaluate an action plan relevant to KDPS
- To ensure the 1decision and Heads Up Kids scheme is consistent and is followed in each year group
- To monitor the teaching and learning within PSHE fairly to ensure children are making progress
- To support and signpost CPD opportunities to support the teaching of PSHE and general subject knowledge

Resources

1decision- <https://www.1decision.co.uk/info/our-programme/knowledge-and-skills-progression.pdf>

Heads Up Kids- <https://headsupkids.org.uk/>

Health and Safety

Class teachers will deliver the 'Growing and Changing' lessons to KS2 using the 1decision scheme of work, supported by a video provided by the school nurse. Parents will be informed in advance when these lessons will take place.

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