



PSHE Policy

Oatlands Junior School



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1. Aims

At Oatlands Junior School, the aims of personal, social, health and economic (PSHE) education are to promote the spiritual, moral, cultural, mental and physical development of all our children. We want to prepare them for the opportunities, responsibilities and experiences they already face and prepare them for adult life. We will provide them with information about keeping healthy and safe, both emotionally and physically. We will encourage our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. Positive relationships, focusing on friendship, family relationships and relationships with other children and with adults underpins all we do.

We aim to prepare the children for life, helping them know and value who they are and understand how they relate to others, in this ever-changing world. At the core of our PSHE teaching, we endeavour to equip children with strategies to achieve their next steps, improving both their 'now' and their future. Topics such as 'Being Me in My World' and 'Celebrating Difference' include learning about their place in society and understanding others. These topics also cover issues such as diversity and anti-bullying.

Children are encouraged to explore their thoughts and feelings, expand their emotional vocabulary, explore thoughts-feelings-consequence sequences, build their confidence and express themselves in a safe environment. Developing resilience and learning from mistakes is addressed in lessons. Through our teaching, we aim to build positive self-image, a positive sense of identity and a healthy relationship with their own self and build on that to form healthy relationships with others.

Our school values underpin all we do in PSHE at Oatlands Junior School. They are displayed in all classes, on the playground and in communal areas and we use them frequently with the children. Our values are:

We're friendly, kind and caring

We're tolerant and respect one another

We're enthusiastic and positive

We love to learn!

We imagine and create

We try new things and learn from our mistakes

We work together and help each other

We're determined and always do our best.

2. Content and delivery

2.1 What we teach

We are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance. Refer to our Relationships and Sex Education (RSE) Policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our website. <https://www.oatlandsjunior.co.uk/seecmsfile/?id=1681>

For other aspects of PSHE, including health education, see the attached long term plan for more details about what we teach in each year group (appendix 1).

2.2 How we teach it

- From the minute children join us, the PSHE curriculum comes into effect. It is part of the way we greet each other in the morning, part of every playtime and assembly, how we conduct ourselves in class and around school and is cross curricular. All adults in school are responsible for being a good role model and have a part to play in delivering all aspects of PSHE.
- Children are taught in class groups by their class teacher. Lessons are differentiated where needed, and a range of teaching methods and interactive resources are used so all children can access the learning, including SEND and disadvantaged children. As a school we use the Jigsaw scheme and children keep their learning in their own book. (See Appendix 1 – long term plan). We supplement Jigsaw with other materials if appropriate (e.g. PANTs campaign).
- We teach PSHE and RSE using a spiral and progressive scheme of work where key topics are revisited and extended. Curiosity is provoked through the use, wherever possible, of real-life situations and age-appropriate scenarios that ‘hook’ the children’s interest. Thought-provoking situations where the solution is not immediately apparent or where there is no right or wrong answer enable the children to develop their problem-solving, thinking, inquiring, questioning and empathising skills. Time is given within lessons to reflect on both their own feelings and identify with the feelings of others.
- Topics covered throughout the year and subsequently revisited each year are: Being Me In My World, Celebrating Difference, Dreams and Goals, Changing Me, Healthy Me and Relationships. Through these topics we discuss health and wellbeing, British Values and ensure that we use a selection of equality, diversity and inclusion (EDI) texts.
- Within PSHE lesson, safety is embedded by a creating a safe, open, calm and positive environment. ‘Calm Me’ scripts and chime bars used at the start of lessons allow the children to use mindfulness to calm their mind before learning and increase awareness of their own thoughts and feelings.
- Ground rules are agreed and owned by the class at the start of the academic year and reinforced at the start of each lesson. A charter is drawn up and signed by each pupil and their teacher. Taking it in turns to speak, using kind and positive words, listening to each other, having the ‘right to pass’ in class discussions and respecting each other are fundamental in these charters; a copy is kept in each child’s book.
- Staff are aware that topics and activities can trigger emotional responses; difficult, upsetting, or controversial issues may arise in sessions and disclosures may be made. The climate of safety, co-operation, support and trust within the whole school and PSHE lessons is vital. All staff adhere to the Safeguarding Policy and act diligently.
- Whenever possible, we invite carefully selected external visitors to promote the teaching of different aspects of the PSHE curriculum, such as: staying safe in the community - Blue Watch Fire Team and Lauren Doherty (road safety); being healthy responsible members of society, PMA Martial Arts and Total Sports to name a few. We take part in national events to promote awareness, such as Safer Internet Day, Mental Health Awareness week and Children In Need which promote elements of PSHE and build cultural capital.

3. Roles and responsibilities

3.1 The governing board

The governing board approve the PSHE policy and hold the headteacher to account for its implementation.

3.2 The headteacher

The headteacher, is responsible for ensuring that PSHE is taught consistently across the school.

3.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

3.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

4. Monitoring arrangements

The delivery of PSHE is monitored by PSHE Lead. This will be done through regular monitoring. They will:

- ensure that long term plans are regularly updated
- meet with colleagues to discuss plans and evaluate effectiveness
- carry out pupil discussions
- monitor the standards of the children's work and the quality of teaching through this work
- conduct learning walks to see lessons in action and class displays.
- evaluate the strengths and weaknesses of the subject and indicate areas for improvement.
- This policy will be reviewed by Claire Fretwell every three years. At every review, the policy will be approved by LGB.

5. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- Keeping myself Safe at OJS
- Drugs and Substance Misuse Policy
- Anti-bullying Policy
- SMSC Policy
- KCSIE Part One
- Safeguarding and Child Protection Policy
- Behaviour and Attitudes Management Policy