



## PSHE Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

### Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

### Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

#### **Standards, Finance and Audit, Human Resources, Infrastructure and Procurement**

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.



## **Introduction:**

At Mundella, the PSHE programme of study brings together citizenship with personal well-being through a values-based education in order to promote our core values for all children to 'Aspire and Achieve'. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the SRE Policy for further details of how we meet this responsibility.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

## **Aims:**

PSHE education at Mundella aims:

- to give pupils the knowledge and develop the self- esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences; to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;

- to understand how society works and the rights and responsibilities involved.

## **Content**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

### **KS1 and KS2 -**

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our core values of honesty, kindness and trust if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum.

### **Implementation:**

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE values are also introduced in and explored within both whole school and class assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

**Assessment:**

At Mundella, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- assessing all children's starting point during the first lesson;
- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- completing end of unit assessments, either as a whole class, in groups, with a peer or individually;

**Equal Opportunities:**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.