



LATCHMERE  
ACADEMY TRUST

## PSHE Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*  
*"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom".*  
*Viktor Frankl (neurologist & psychiatrist)*

## **Introduction**

At Latchmere Academy Trust, the planned provision for Citizenship & PSHE (Personal and Social Health Education) does not sit separately from other aspects of the school. It is an integral part of a whole school approach that promotes the spiritual, moral, cultural, mental and physical development of the children in the school. It has an impact upon the emotional wellbeing of both the individual and the wider community of the Trust.

## **Aims**

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

## **We aim to:**

- Promote children's spiritual, moral, social and cultural development and prepare all children for the opportunities, responsibilities and experiences of life.
- We aim to achieve this through 'real life' opportunities that arise throughout the school day and by challenging children's thinking.
- Our aim is to develop children's resilience and resourcefulness, their ability to reflect and their ability to work together (reciprocity).

## **Organisation**

### **PSHE is taught through a combination of:**

- Teachers addressing real life events as they arise and acting as role models
- Challenging children's thinking through stories, debates, thinking skills, BLP and circle time
- Teaching through and in other subjects/curriculum areas
- PSHE activities and school events
- Through assemblies

In addition to the timetabled provision, there are other opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. Examples of such activities and events include:

- The School Council
- Cross Key Stage 1 and 2 buddy system
- Fundraising for charities

- Residential journeys
- Taking part in assemblies
- Formal greeting at start and end of school day.
- Feelings meter
- Support staff encouraging children to resolve issues on the playground.

## **Inclusion**

All children, irrespective of ability, disability, race and gender, are equally encouraged to take part in all that the PSHE work has to offer.

## **Assessment and Reporting**

The annual report to parents contains a section which teachers complete in order to inform parents of children's progress in social and emotional aspects of learning. There is also a pupil questionnaire which aims to record children's attitude to learning and how they feel about school and a parent questionnaire to collect parent views about the school.

Children with social, emotional and learning needs are identified by class teachers and interventions are made to support their needs. This is monitored by the Inclusion Manager, inclusion team and senior leadership team.

- PSHE objectives are explicitly set out in each Programme of study and curriculum overview.
- Relationships and Sex Education specific objectives are included in this too.

These documents are sent home either termly or half termly so that parents are kept informed and up to date about the content covered in class.

See Relationships and Sex Education policy for objectives.