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| **Purpose and Aims** |
| **Purpose**   * To enable the young people to develop skills and understanding which will equip them to make positive choices, and move towards being more responsible, happy and healthy members of society.   **Aims**   * To know and understand how PSHE education is connected to their current and future “real life” experiences. * To be able to make positive, healthy lifestyle choices. * To develop the skills of discussion, debate, accepting differing points of views, enquiry, self-examination, planning for change and managing emotions. * To understand they have a right to be safe, happy and healthy. * To understand that they have a responsibility to make positive choices for themselves and those around them * To understand the value of their own mental wellbeing * To help them to cultivate positive reciprocal relationships in which they are safe and happy. |
| **Provision** |
| At Moss Park Junior School, our ethos is “Learn, Respect, Achieve”. This policy informs the school’s overarching aims and objectives by promoting our core values of “Respect, Tolerance, Cooperation, Friendship, Hope and Love”. Our PSHE education curriculum is underpinned by these values. Our PSHE programme ultimately aims to provide provision which allows pupils to, now and in the future, make “real life” choices leading to personal happiness, social cohesiveness, good health, economic responsibility and mental wellbeing.  We work together to create a safe and supportive learning environment by setting clear “ground rules” and have a confidentiality policy which is understood by all (adults and children). Our PSHE education curriculum promotes the needs and interests of all pupils, irrespective of gender, culture, ability, personal circumstance or any special educational need.  PSHE is most effectively taught through a ‘spiral programme’. This means organising learning into a series of recurring themes, each lasting roughly a half a term, which pupils experience and build upon every year. At each encounter, the level of demand increases and learning is progressively deepened. This approach avoids PSHE education becoming a string of ‘topics’ or disconnected ‘issues’.  Planned enrichment days or external visitors may be used to develop and extend our planned PSHE education programme.  At Moss Park Junior School, our PSHE lessons typically take place as weekly one hour lessons although this arrangement can be adapted at the teachers’ discretion, subject to the needs of the class and the topic. |
| **Progression and Assessment** |
| It is important to recognise that assessment in PSHE education is not about ‘passing or failing’ or about behavioural outcomes. Teachers and pupils themselves need to know what has been learned and how learning and understanding has progressed. Pupils are assessed on their understanding, commitment, participation and engagement in lessons.  We will assess pupils’ learning and progression through their individual reflections, both written and verbal. |
| **Monitoring, Evaluation and Improvement** |
| The role of the subject leader in monitoring pupil outcomes is to audit teachers’ judgements. This is done collectively in professional development meetings by the teachers and then collated by the subject leader. Leadership time within the school day is carefully planned so that subject leaders can observe lessons, speak with pupils about their experiences and look at work in books. The subject leader then works collectively with teachers and SLT to examine the strengths and areas for development in PSHE education provision. The leader then creates action plans to improve achievement. |

**Moss Park Junior School PSHE Education Policy**