



PSHE Policy

Purpose of Study

Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of their community and the wider society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Prefects and School Sports Teams.

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The Department for Education (DfE) has, however, stated in section 2.5 of the national curriculum framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. In the absence of a new programme of study from the DfE, our school will be following the PSHE Association programme of study. Using this as guidance; we have written a scheme of work with weekly objectives for each year group covering the programme of study themes.

A whole school approach will be used to implement this programme. This policy aims to promote pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, SRE Policy and Race Equality Policy. In following the programme, our pupils will be taught the three core themes of PSHE, 'Health and Wellbeing, Relationships and Living in the Wider World, using knowledge, skills and understanding.

Skills and Attitudes

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Opportunities for Personal, Social, Health & Economic Education (Spiritual, Moral, Social and Cultural)

All staff, with the support of parents and carers are consistently promoting, modelling and embodying the school's ethos and articulated values. All staff recognise opportunities that can serve to develop and promote SMSC in their classrooms and in other contexts. This sparks children's passion for learning, because they make connections, understand themselves better and begin to see more relevance in what they are being taught.

Aims

The aims of PSHE are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community

These are summarised and taught in three 'Core Themes':

- Health and wellbeing
- Relationships
- Living in the Wider World

Subject Content

- We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences
- In our teaching, PSHE is closely linked with all other subjects within the curriculum.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

Overarching Concepts within the New Curriculum

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Key-Stages 1 & 2

Pupils should have the opportunity to learn:

Health and wellbeing

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Key-Stages 1 & 2

Pupils should have the opportunity to learn:

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Key-Stages 1 & 2

Pupils should have the opportunity to learn:

Living in the Wider World

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

How is PSHE taught throughout the school?

See Appendix 1- Medium Term Plans / Assessment Grids.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a weekly PSHE lesson in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work.
- Enrichment Days
- Opportunities will be found within other curriculum areas, eg. links with drama and role play, debate and discussion in Literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in Assemblies, including the promotion of Citizenship.

- Throughout the school there will be acknowledgement of SMSC in every lesson, through the teachers and pupils relationships with each other.
- Activities will be provided as group, class or school events and initiatives eg: community projects, school productions, assemblies for parents and friends, celebration assemblies and an annual residential trip for Year 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school e.g. Prefects.
- In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.
- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, ICT, specific adults, e.g. medical agencies, police service, fire services etc. This encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

Inclusion and Equal Opportunities

At our school we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within PSHE, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific PSHE related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The PSHE subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in PSHE for each year group. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

Resources

The school is well resourced for the teaching of PSHE. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of PSHE and resources are bought from a variety of sources to achieve our PSHE objectives for the children.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2014 by the PSHE Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand

PSHE Objectives Year 3

Theme 1: Health and Wellbeing

| Objective | Children and Evidence |
|--|-----------------------|
| Building on Key Stage 1, pupils should have the opportunity to learn: | |
| Can I recognise opportunities to make my own choices about food, what might influence my choices and the benefits of eating a balanced diet? | |
| Can I reflect on and celebrate my achievements, identify my strengths, areas for improvement and set high aspirations and goals? | |
| Can I deepen my understanding of good and not so good feelings, to extend my vocabulary to enable me to explain both the range and intensity of my feelings to others? | |
| Can I talk about people who are responsible for helping them stay healthy and safe, and ways that I can help these people? | |
| Can I understand that bacteria and viruses can affect health and that following simple routines can reduce their spread? | |

Theme 2: Relationships

| Objective | Children and Evidence |
|---|-----------------------|
| Building on Key Stage 1, pupils should have the opportunity to learn: | |
| Can I recognise and respond appropriately to a wider range of feelings in others? | |
| Can I recognise what constitutes a positive, healthy relationship? | |
| Can I recognise and manage 'dares'? | |
| Can I recognise and challenge stereotypes? | |

Theme 3: Living in the wider world

| Objective | Children and Evidence |
|--|-----------------------|
| Building on Key Stage 1, pupils should have the opportunity to learn: | |
| Can I understand why and how rules and laws that protect themselves and others are made and enforced and why different rules are needed in different situations and how to take part in making and changing rules? | |
| Can I understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment | |
| Can I think about the lives of people living in other places, and people with different values and customs? | |

