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FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

PSHE POLICY

Personal, Social, Health and Economic Education (PSHE) Policy

Introduction

- In the Federation of Penny Acres and Wigley Primary Schools, Personal, Social, Health and Economic Education (PSHE) is a valued part of the curriculum;
- We view personal, social, health and economic (PSHE) education as an important and necessary part of all pupils' education. We draw on good practice and this expectation is outlined in the National Curriculum;
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
- Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Objectives

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;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding person and social issues;
- Develop good relationships with other members of the school and the wider community;
- Appreciate and inherit our Federation core values into their own philosophy;
- Develop positive learning behaviours.

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the review of the PSHE policy;

- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Headteacher.

Provision

- PSHE in our school will follow the Framework for PSHE in the National Curriculum and the PSHE matters, Derbyshire Scheme of Work;
- Some elements of PSHE are taught effectively as separate, explicit subject. In addition to this, PSHE is also taught through cross curricular links, collective worship (often the theme for collective workshop identifies, promotes and celebrates one of the school's values), and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach is used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-Bullying Policy, Equality Policy and Sex and Relationships Policy;
- In following the framework our pupils are taught the four key components of PSHE knowledge, skills and understanding.

1. Developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be);
2. Developing a healthy, safer lifestyle;
3. Developing good relationships and respecting the differences between people;
4. Preparing for the opportunities, responsibilities and experiences of later life.

In addition we also celebrate Anti-Bullying Day/Week and Internet Safety Day.

Themes of anti-bullying, healthy eating, keeping safe and internet safety permeate our daily curriculum.

Learning and Teaching

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- Reward stickers encourage personal and social development as well as creativity.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment, Recording and Reporting

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- Baseline and summative assessment, using the assessment box at the end of each unit on the PSHE Matters curriculum (Derbyshire curriculum for Primary Schools).

- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photographs and video form and these are listed on the end of year report;
- Our Celebration Assembly celebrates personal achievements outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress;
- Children are sent to the Headteacher to share outstanding pieces of work.

Monitoring and Review

- The teacher with curriculum responsibility for PSHE will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Headteacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.