



## **Rettendon Primary School**

### **P.S.H.E (Personal, Social, Health and Economic Education)**

#### **1. Aims and Objectives**

- 1.1 Personal, Social and Health and Economic Education plays an important role in the development of each child in order for them to become an active and valued member of society.
- 1.2 P.S.H.E and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 1.3 We believe that the delivery of PSHE should be presented in a varied and stimulating way which enables pupils to become actively involved and gives them opportunities to reflect on their own learning. Links should be made with those aspects of work that are developed through other subjects such as English, RE, science, geography and PE as well as other experiences beyond the classroom such as assemblies.

#### **2 Teaching and Learning Style**

- 2.1. We base our teaching and learning style in PSHE on the key principle that good teaching in PSHE allows children to learn about what is important to themselves and their community and to reflect on what the ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in PSHE.
- 2.2. We recognise the fact that all classes in our school may have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, e.g. by:
  - setting tasks which are open-ended and can have a variety of responses
  - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - grouping the children by ability in the room, and setting different tasks for each ability group;
  - providing resources of different complexity, adapted to the ability of the child
  - using classroom assistants to support the work of individuals or groups of children.

#### **3 P.S.H.E Curriculum Planning**

- 3.1. We plan our PSHE curriculum by following the Essex Scheme of Work and the EYFS (Early Years Foundation Stage curriculum). We ensure that the topics studied in PSHE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 3.2 We carry out the curriculum planning in PSHE in two phases (long-term, medium-term). The long-term plan maps the PSHE topics studied in each term during each key stage. The PSHE subject leader devises this plan in

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collaboration with teaching colleagues in each year group and the Essex Scheme of Work. We teach PSHE topics in conjunction with other subjects.

- 3.3 Our medium-term plans give details of each unit of work for each term. The PSHE subject leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the scheme of work, but do not have to repeat topics.
- 3.4 The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. S/he keeps these individual plans and often discusses them on an informal basis with the PSHE subject leader.

#### **4 Contribution of P.S.H.E to the teaching in other curriculum areas**

- 4.1 P.S.H.E contributes significantly to the teaching of other curriculum areas by actively promoting the skills of reading, writing, speaking and listening, ICT.
- 4.2 Through our P.S.H.E lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.
- 4.3 In our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

#### **5 P.S.H.E and Inclusion**

- 5.1 At our school, we teach PSHE to all children, whatever their ability and individual needs. PSHE forms part of the school's 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 good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – 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 child's needs.
- 5.3 Intervention through School Action and School Action Plus will lead to the creation of a One Plan for children with special educational needs. The One Plan may include, as appropriate, specific targets relating to P.S.H.E.

#### **6 Assessment for learning**

- 6.1 Children demonstrate their ability in PSHE through a variety of different ways. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. To make judgements about how they might improve their work in the future. The teacher will record the attainment grades awarded at the end of a unit of work in his or her mark book. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

**7 Resources**

7.1 We have sufficient resources in our school to be able to teach all our PSHE teaching units. We keep resources for PSHE in a central store, where there is a box of equipment for each unit of work.

**8 Monitoring and review**

8.1 The coordination and planning of the PSHE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PSHE and providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PSHE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PSHE lessons across the school.

8.2 This policy will be reviewed at least every two years.

**Signed: Mrs Claridge**