

WELFORD SIBBERTOFT AND SULBY ENDOWED SCHOOL

POLICY FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Welford, Sibbertoft & Sulby Endowed School (WSSSES) we recognise that, although it is not a statutory National Curriculum subject, PSHE education is central to achieving our school aims. It should therefore be at the heart of our whole school curriculum planning and development.

At WSSSES, the PSHE curriculum brings together citizenship with personal wellbeing through a values based education. It is intended to support the school in developing a coherent whole school approach to personal, social, health and economic wellbeing.

This policy refers to,

- Our aims and objectives for teaching PSHE
- Teaching and learning styles
- PSHE curriculum planning
- Foundation Stage
- Teaching PSHE to children with special needs
- PSHE and ICT
- Assessment for learning
- Resources
- Links with home and the community
- Monitoring and evaluating
- Health and safety issues

Aims and objectives

We believe that PSHE education should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

As a school we should consider how we are preparing children for life in modern Britain through integrated teaching throughout all curriculum subjects. This should be made explicit to the children so that they understand and are able to question and discuss issues such as race, gender, religion, culture and background as well as looking at and exploring the skills we will need as adults in modern Britain.

Through our PSHE curriculum we aim to teach our children the skills, knowledge and attitudes so that they can:

- **Be healthy:** this includes being physically, mentally and emotionally healthy, having high self-esteem and being resilient to change, leading healthy lifestyles and choosing not to take illegal substances.
- **Stay safe:** this includes being safe from maltreatment, neglect, violence and sexual exploitation, being safe from accidental injury and death, being safe from bullying and discrimination and being safe from crime and anti-social behaviour. Children must feel safe, secure and cared for in school and as far as possible in their lives, if they are to enjoy and achieve at school.
- **Enjoy and achieve:** children need to understand the importance of being ready for learning, having the right attitudes for making school an enjoyable place providing them with appropriate challenges. They should be taught that learning happens when we take risks and that motivation comes from within. They will be taught to be self-aware, since understanding their personal reactions and feelings can help them to manage themselves and achieve their goals.



- **Make a positive contribution:** children should be taught to understand their roles and responsibilities in the community in which they live, from the class community, to the wider school community, their local community outside of school and to society in general. They must develop social skills, learn to express their opinions appropriately, engage in decision-making and make a positive contribution to their communities at a variety of levels. They will learn to develop empathy and positive relationships with others and choose not to bully or discriminate. They will learn to manage their feelings so that they are able to deal successfully with significant life changes and challenges.
- **Be prepared for the future:** the PSHE curriculum should prepare all pupils for the opportunities, responsibilities and experiences of life. The achievement of the four aims above should ultimately contribute to all pupils achieving their potential in school, viewing themselves as lifelong learners, being able to cope with the opportunities and challenges of life, being ready for employment and achieving the economic well-being necessary to lead a decent life.

Teaching and learning styles

In line with the National Curriculum 2014 all schools are asked to make provision for personal, social, health and economic education. In doing this we use a range of teaching and learning styles which will include taught whole class sessions, group work, shared discussion and partner work. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. Lessons will give the children time for reflection; small group discussions and decision making; the sharing of ideas and feelings by the whole class and opportunities for reporting back. The school also values the importance of circle time and recognises that it encourages the participation of individuals as a part of a large group and teaches the children to respect everyone's views.

We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or school fair), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, who talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

We teach PSHE in a variety of ways. Pupils will be taught PSHE through the implementation of the programme of study recommended by the PSHE Association (<http://www.pshe-association.org.uk/>) and will be supported by materials from Northamptonshire's PSHE programme and the SEAL (social and emotional aspects of learning) programme.

The PSHE Association Programme of Study is based on three 'core themes,'

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The PSHE Association Programme of Study for Key Stages 1 to 4 provides detail on the overarching concepts and essential skills that will be enriched and developed through each of these themes.

Sometimes, for example when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we may offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of the local parks. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons.

We also develop PSHE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We offer two



residential visits in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

The Foundation Stage

We teach PSHE in the reception class as an integral part of the Foundation Stage Curriculum especially in the Personal, Social and Emotional Development strand of the Profile. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Years Foundation Stage Statutory Framework. We also support citizenship education in the reception class, when we teach Understanding the World.

Teaching PSHE to children with special needs

We teach PSHE to all children, regardless of their ability. We will provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

PSHE and ICT

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras or iPads; children may also use technology to record these themselves. ICT makes a contribution to the teaching of PSHE in that children in ICT classes can learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Assessment for learning

There will be ongoing informal assessment throughout each term.

A formal written assessment of the social and emotional development of children will be kept for all children in foundation stage and will constitute part of the foundation stage profile.

Teachers will comment on children's achievements in PSHE in their end of year report on progress and achievements.

All staff, including midday supervisors, catering staff, support and administrative staff are responsible for the wellbeing of the pupils in school.

Resources

We keep resources for PSHE in a central store in the resource room.

Links with home and the community

PSHE cannot be confined to the school day as it permeates all aspects of life at home and in the community. It is important that parents are aware of initiatives in school as they can support their children's understanding and raise the profile of topics covered through the PSHE curriculum.

Parents will be kept informed of their child's progress socially and emotionally through parents' meetings / discussions and written reports.

Monitoring and evaluating

Monitoring of PSHE taking into account the views of learners and staff will be an ongoing process and any identified needs will be prioritised and used to inform the school improvement plan.



This policy is to be reviewed every two years by the PSHE subject leader in consultation with staff and governors.

Health and safety issues

The school has a health and safety policy which is followed. Teachers are responsible for assessing the risk before all activities in order to determine where close supervision may be required, suitable group size, suitability for whole class participation, where personal protective clothing or levels of hygiene are required. Teachers will familiarise themselves with all the risks which might arise from the tools, equipment, materials and processes they plan for pupils to use and take appropriate action to minimise risk.

Policy reviewed: July 2016

Next review date:

