

# PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)



INVESTORS IN PUPILS



## **Definitions:**

### **What is Personal, Social, Health Education?**

PSHE comprises all aspects of school's planned provision to promote pupils' personal and social development, including their health and well-being. PSHE should allow pupils to develop the knowledge, skills and attributes they need in order to keep themselves healthy and safe, and prepare for life in modern Britain.

At Blackgates Primary School we believe, in line with educational research, that self-esteem and confidence are central to academic achievement. Evidence shows that well-delivered PSHE programmes have a positive impact on both academic and non-academic outcomes for pupils.

We feel PSHE is a proactive and preventative tool that will impact positively upon behaviour and attitudes towards school.

### **The aims of Personal, Social, Health Education:**

The aims are:

- To develop self-awareness, positive self-esteem and confidence
- To promote a healthy lifestyle
- To keep themselves and others safe
- To develop independence and responsibility
- To play an active role as members of a democratic society
- To make the most of their abilities

These aims are incorporated in the long term planning framework for Personal, Social, Health Education /Sex/relationship Education/Drug Education

- **Self**

We want pupils to value themselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

- **Relationships**

We want the pupils to value others for themselves, not for what they have or what they can do for them. We want pupils to value different types of relationships as being fundamental to the development and fulfilment of themselves and others, and to the good of the community.

- **Society**

We want pupils to value truth, freedom, justice, human rights, the rule of law and the collective effort for the common good, in line with our Blackgates Values.

### **Equal Opportunities**

The three principles for inclusion Curriculum 2000 are:

- Setting suitable learning challenges. Appropriate differentiation will be made according to learning needs

- Responding to diverse learning needs. Teachers should take into account the different experiences, interests, strengths and weaknesses which influence the way pupils learn.
- Overcoming potential barriers to learning for individuals. Planning for pupils with special educational needs must take into account the type and extent of the difficulty experienced by the child.

### **Delivery and Organisation of Personal, Social, Health Education**

PSHE should be happening every minute of every day through the way pupils interact with each other, members of staff and visitors and through the ethos of the school.

A variety of forms of provision are used in combination and at different times:

- Discrete curriculum time. Each year group will teach half an hour of PSHE per week using the 'Islington Scheme of work.' Sex and relationship education (SRE) is supported by the Channel 4 'Living and Growing' resources in years 5 and 6
- Provision is also made through other subjects:
  - English: communication skills, stories that illustrate aspects of personal and social interaction
  - Science: drugs, sex, health, safety and the environment.
  - DT: health and safety, healthy eating,
  - History: causes and consequences of events, diversity of societies
  - Geography: topical issues concerning the environment, sustainable development, land use, own locality, diversity of people and cultures
  - Art and Music: diversity of cultures
  - PE: health, safety, social skills through team games, playing to rules.
  - RE: religious and moral beliefs, values that underpin and influence personal and social issues, cultural diversity.
- Assembly time each day, either as a whole school, in phases or in classes.
- Activities and school events. A School Council is run and each class has a representative. Residential experiences undertaken by upper Key Stage 2 year groups provide opportunities for pupils to work together and develop and maintain relationships in different circumstances. Various school activities, performances and team sports allow pupils to make the most of their abilities. For example, class and whole school performances, Aspire speaking competitions and art projects. These are also opportunities for pupils to participate in fundraising events for charity and present a health fair to other pupils and parents.

### **Teaching and Learning Styles**

A range of teaching strategies is needed to provide a breadth of learning opportunities. Pupils develop their knowledge, skills and understanding by working together on school and community projects. Teaching strategies should include: active learning, enquiry, discussion, decision making, problem solving, role-play and group working.

Pupils should be given opportunities to work independently and co-operatively.

PSHE provides opportunities for visitors to come into school and add their special expertise and skills to promote PSHE.

## **Ground rules**

All PSHE needs to take place in a situation where all pupils feel safe and secure and free from embarrassment or distress. Ground rules should be revised at the beginning of each session. These rules should be set at the beginning of the year by the class, as part of Investors in Pupils.

## **Confidentiality**

When pupils make disclosures they are placing their trust in a teacher and acknowledging that they need help. At such a time it is not appropriate for a teacher to offer complete confidentiality. The child must be told that the information may have to be shared with other members of staff. There are generally two situations where a breach of confidentiality by staff is justified: where there is a child protection issue and where a person is at risk of serious harm.

If such a disclosure is made then the information should be passed on to a member of the designated child safeguarding team: Mrs Coulson, Mr White, Miss Bunnage or Mrs Haley, who will make a record and follow child protection procedures if necessary.

### Reference to Other Linked Policies

This policy is linked to the following policies:

- Special Educational Needs
- Child Protection
- Discipline
- RE

## **Working with Parents, Carers, Governors and Members of the Community**

It is important that parents and carers support what we are doing in school regarding the personal, social and academic achievements of pupils. We encourage parent/carer's involvement through our 'open door' policy, newsletters, website and close home/school liaison.

Parents are invited to peruse resources used for the teaching of PSHE, in particular the materials used in Years 5 and 6 to teach SRE. Letters are sent home to inform parents when we intend to teach SRE.

## **Working with Visitors and Outside Agencies**

Any visitor or outside agency involved in any aspect of PSHE including Sex Education and Drug Education should be informed by the teacher of:

- The school's values and approach to the education programme,
- The emotional and intellectual needs of the pupils involved,
- The aims of the session,
- Pupils' previous knowledge and experience,

The teacher should be involved with the planning, preparatory work, follow-up work, delivery and evaluation of the visit.

Visitors to school can add an extra dimension and variety to the schools own provision. Pupils can be actively involved by writing letters of invitation and thanks.

**Monitoring, Evaluation and Assessment**

Pupils can be assessed in two areas:

- Knowledge and understanding
- Skills and attitudes

Assessment should not be a judgement on the worth, personality or value of an individual child.

There are assessment lessons at the end of each topic area in the scheme of work planning files.

This PHSE Policy was formally adopted by Blackgates Primary School on –

Date ...13.03.17.....

Review Date 13.03.18.....

Headteacher .....

Governing Body .....