

# Broad Chalke CE VA Primary School

## Personal, Social, Health, Emotional and Economic Policy (PSHEE)

**With the love of God, we learn, care, grow and share**

### **1 Aims and objectives**

**1.1** In keeping with our church school values, we recognise that every child is unique and special. We believe that PSHEE and citizenship should enable children to become healthy, independent and responsible members of society. As a church school, we help children to understand the importance of developing good, safe relationships and to behave well towards others in line with the teachings of Jesus. 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 foster a strong sense of school community in which we all can play a positive part. We ensure that the children experience the process of democracy through participation in the School Council. The School Council lead the school with fundraising for various charities. 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 and British Values.

**1.2** The objectives of PSHEE and citizenship are to enable the children to:

- make positive, healthy choices
- be aware of safety issues, including online safety
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school and wider community
- be positive and active members of a democratic society
- develop self-confidence and good self-esteem, and make informed choices regarding personal and social issues

### **2 Teaching and learning style**

**2.1** We use a range of teaching and learning styles to meet the PSHEE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship. These opportunities include charity fundraising, the planning of special school events (such as collective worship through Worship Group), as well as 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, and resolve any conflicts harmoniously. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, invited into the school to talk about their role in creating a positive and supportive local community.

### **3 PSHEE and citizenship curriculum planning**

**3.1** We teach PSHEE and citizenship in a variety of ways, linked strongly with our school values. KS2 RSE and linked statutory Science teaching units are delivered sensitively with regard to PSHEE opportunities for discussion. We introduce PSHEE and SMSC citizenship topics through linked teaching in other subjects. For example, we teach about local environmental or global issues in Geography and also through RE. Sometimes, for example when dealing with issues in drugs education, we teach PSHEE and citizenship as a discrete subject. This might involve enrichment such as The Life Centre Education. In our school, there is a strong link between the programme of study for RE and the aims of PSHEE and it is acknowledged that links with personal, social and emotional journeys of understanding are experienced through our RE lessons. Therefore, this is gradually embedded in the school value culture.

**3.2** We also develop PSHEE and citizenship through various specific activities and whole-school events, for example, the School Council representatives from each class meet regularly to discuss school matters. The residential visits in UKS2 to both Bristol and The Beacon, a Christian activity centre, help to develop pupils' self-esteem and give opportunities to develop leadership skills.

#### **4 The Early Years Foundation Stage**

**4.1** We teach PSE in the reception class as an integral part of our topic work. It is acknowledged that this vital area of nurturing with young children is fundamental to supporting cognitive development. This forms the ethos of early years support and links to develop a child's knowledge and understanding of the world. The younger children are supported to discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. This element of the curriculum encourages our values for learning, caring, growing and sharing together. In the Foundation Stage Curriculum, PSE has equal weighting with prime areas.

#### **5 Teaching PSHEE and citizenship to children with special needs**

**5.1** We teach PSHEE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention identified through class provision maps will lead to the creation of a personal care plan, if necessary. When teaching PSHEE and citizenship, teachers take into account the targets set for the children in their individual care plans, some of which may be directly related to PSHEE and citizenship targets. Some children benefit from ELSA programmes and counselling or nurture support, for example, play therapy and social skills nurture group. Additional support agencies can work with the home and school to provide specific emotional or health education services, as considered appropriate to individual circumstances.

**5.2** For more able and talented pupils, teachers may provide additional opportunities to take responsibility, develop leadership skills, think creatively, develop philosophical discussion and use their talents for the good of the class or the wider community. Older children take turns to practise prefecting duties to support younger children in various aspects of daily routine.

#### **6 PSHEE and online-safety**

**6.1** Across the curriculum, computing is used to enhance and support the learning and teaching. Children can learn to work together in a collaborative manner to use ICT resources. They also develop a sense of global citizenship by using the Internet. There is an Internet Safety Policy. This aims to develop safe and informed behaviour for pupils to adopt when using the Internet and other technologies. 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 are guided to responsibly access ICT. Specific units for online safety are delivered through age-appropriate teaching.  
(See online safety policy.)

#### **7 Assessment for learning**

**7.1** Our teachers assess the children's work in PSHEE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work and response. The outcomes for learning are gauged against the specific learning objectives set out in the National Curriculum /Wiltshire Learn4Life. At the end of the academic year each year group compiles individual pupil assessment forms covering the Learn4Life units taught. These are collated by the PSHEE Coordinator. Discussion forms and surveys to collect pupil responses may be administered on occasions to further inform learning and teaching, according to the PSHE Coordinator's Action Plan. Samples of recorded work may be collected for specific units.

#### **8 Resources**

**8.1** We keep resources for PSHEE in a central store, in support of specific units. We have additional resources in the library and a selection of reference materials for teaching sensitive issues.

#### **9 Monitoring and review**

**9.1** Our PSHEE Coordinator is responsible for monitoring the standards of children's learning provision and the quality of teaching, including responses from surveys and discussion. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the

school. PSHE forms a significant part of our accreditation status for Wiltshire Healthy School standards. Updates on National initiatives in this subject are gained through course attendance, network cluster meetings and in conjunction with other subject links, such as online-safety and safeguarding training. Our coordinator is also responsible for updating an annual position statement, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate time to enable the coordinator to review samples of children's work, and to observe teaching in the subject. The coordinator shares current policy and practice with the School Governor assigned to PSHEE during Governor Visits.

Ratified by FGB: Summer 2018

Next Review Due: Summer 2021