

PSHE Policy

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Pottery Primary School. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

It is our aim to deliver a good PHSE programme so that pupils can achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Why is PSHE education important to pupils?

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up (PHSE Association 2016)

Why is PSHE education important to schools?

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the National Curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. PSHE education makes a major contribution to schools fulfilling this duty.

Aims and Objectives

PSHE is seen as an integral part of the curriculum for all pupils. Pottery School will:

- implement a PSHE programme to include Relationship and Sex Education (RSE) and Promoting British Values
- create a safe and hygienic environment
- provide facilities for exercise and leisure
- support the Health Service and other outside agencies in their contribution to pupils' Personal, Social and Health Education

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Enable children to develop rights, responsibilities and duties as individuals and as members of a community
- Enable children to respect common humanity, diversity and differences

Organisation within the Curriculum

PSHE at Pottery Primary School is generally taught in dedicated PSHE lessons but many of the objectives are covered through other areas of the school's curriculum e.g. RE, science, assemblies, special visitors, whole school enhancement days and the 'hidden curriculum' i.e. attitudes and expectations of behaviour promoted by adults in the school. Clearly, school organisation, relationships with parents/guardians and governors, school ethos and culture will contribute and support children's PSHE education, therefore awareness of the school's hidden curriculum is essential.

Our PHSE approach allows for:

- progression; with language, concepts and content increasing in depth and complexity as pupils mature physically, intellectually, emotionally and socially
- key aspects to be revisited

- relevance and differentiation; skilled teachers know the levels of maturity of their pupils; they are able to draw out existing knowledge and needs and build on them
- continuity - achieved by co-operation between year teams using the skills ladders

PHSE teaching strategies will incorporate activities which are mostly participatory including:

- | | |
|----------------------|---------------------|
| * Circle Time | * group discussions |
| * debate | * role play |
| * co-operative tasks | * creative writing |
| * art work | * investigation |
| * research | * reporting |

Pottery School supports the PSHE programmes of study through specific 'days' of learning, for example, Safety Day and Anti-Bullying Day, through School Council and assemblies which are planned to enhance children's learning through the use of SEAL materials and Global Education themes.

Early Years /Foundation Stage

Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad based curricular topic. They will also participate in specific dedicated PHSE lessons.

Resources

Many resources are now held on the computer server for access by all. Other resources for PSHE are stored in the staff-room. Where the resources are year-specific they are stored in teacher's classrooms. Please ensure that resources taken from the main boxes are returned to the staff-room.

Assessment and Record Keeping

Individual assessments are based on the skills ladders for PSHE. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE components. The work the children do will serve as a record for classes working on each of the units.

In Reception assessments are undertaken against the Early Learning Goals, specifically "Managing Feelings and Behaviour" and "Making Relationships".

Progress in PSHE is reported to parents through incidental and arranged parent meetings.

The Role of the Co-ordinator

At Pottery School the PSHE co-ordinator will:

- ensure consistent approaches throughout the school by monitoring teaching and learning
- discuss PSHE within topics with an individual member of staff or team, or where necessary, discuss issues raised at staff meetings and inset days
- where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- participate in INSET training and subsequent dissemination of relevant information
- undertake an annual audit of resources and order what is required within the limits of budget
- undertake an annual enquiry into any areas where staff may have concerns or requests
- make an annual bid from school allowance for resources

Special Educational Needs

Teacher's weekly plans or unit plans will indicate where and when necessary, how PSHE tasks will be adapted to cater for children with special educational needs. Staff should liaise with the PSHE co-ordinator as appropriate for advice.

Equal Opportunities

Teacher's weekly plans or unit plans will indicate where and when necessary, how activities/ investigations are adapted or extended to cater for children of differing ability. Children may be grouped in such a way that these abilities can be best catered for and this may involve the pupil being taught by another member of staff other than the classroom teacher.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

Health and Safety

All children are made aware of the relevance to health and safety when undertaking work in Health education. The safe use of equipment and sensitivity to each other as living beings is promoted at all times.

All staff should be aware of, and refer to as appropriate, the school's Health and Safety policy.

Future Developments

- continue to monitor teaching and learning across the school
- continue to support teaching staff with regard to resources and delivery of planned lessons
- continue to develop the role of the school council

Review

The Head Teacher and staff will review this policy regularly. Any amendments will be presented to the Governing Body.

A. Locker

J. Thompson

July/2016