

South Wingfield Primary School Personal, Social, Health and Economic Education (PSHE) Policy

Rationale

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 (DCC 'PSHE Matters').

It is our aim to deliver a PHSE programme which enables pupils to achieve their academic potential and leave school quipped with skills they will need throughout later life as individuals, family members and members of society.

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 community.

Aims

The PHSE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what builds good relationships with others
- Understand and manage their feelings
- Encourage and support the development of social skills and social awareness
- 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 wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved

- Enable children to respect common humanity, diversity and differences

PSHE education is guided by the values of;

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

Relationships and Sex Education (RSE)

See the RSE Policy for further details of how we meet this responsibility.

EYFS

Children in Foundation Stage will follow the PSHE identified within the specific area of learning and through the characteristics of effective learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a curricular topic. They will also participate in particular focused PSHE lessons.

PSHE is about making connections and is strongly linked to play. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities as members of a small group or through whole school activities.

Starting School is a crucial time in a child's life and EYFS use The 'Mouse Club' project to support staff to develop positive relationships with parents/carers prior to starting in School. The project gives parents/carers the opportunity to meet school staff, share their knowledge of their child, their strengths and aptitudes. Staff support the families' understanding of 'school readiness', providing opportunities for the families to meet and engage in a lot of fun activities to ensure their children are ready for learning. Once children have begun school, staff support parents to provide a stimulating home learning environment.

Key Stages 1 and 2

The PSHE curriculum is based on the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two year cycle A and B.

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keeping safe	Bullying Matters	Relationships	Diversity Matters	Money Matters	Drug Education

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Responsible	Being Me	Being Healthy	Exploring Emotions	Changes	Growing Up

Pupils are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

Pupils learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The pupils are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Planning

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. Teachers consider the following when planning a lesson:

- Establishing ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Outcomes for the session
- Individuals needing personal targets

- Differentiation

PSHE teaching strategies will include activities such as;

- Circle time
- Group discussions
- Role play
- Debate
- Co-operative tasks
- Mind mapping
- Art work
- Questioning
- Media such as videos or PowerPoints
- Stories

Teaching

PSHE will be delivered by the class teacher or teaching assistant if the lesson is taught during PPA time. Visiting professionals may provide talks/ workshops to pupils. PSHE is also introduced and explored in both whole school and class assemblies.

PSHE is also implemented in school through whole school initiatives. Pupils are given the opportunities to become involved in whole school and community focused activities. These include Anti-Bullying Week, Internet Safety Day, E-Safety Week, Road Safety Week, electing School Council members, Black History month, Well-being Day, Children in Need, Enterprise week, Christmas Fayre, Fairtrade fortnight, Sports Day and the Summer Fayre.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other areas of the curriculum.

Moral and Values Framework

The teaching and learning of PSHE will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and the wider community.

Definitions:

Personal and social skills are found among the key skills, which underpin learning across the curriculum. Pupil's overall personal development therefore, is achieved across and beyond the curriculum. It is not an outcome of PSHE lessons alone. These help to develop skills within certain contexts, which are most often underdeveloped in the subject curriculum. PSHE Contexts:

- Relationships
- British Values
- An exploration of the fundamental questions of life (links with the R.E. Curriculum)
- Cultural awareness
- Health
- Self Esteem
- Self-belief
- The Environment

Equal Opportunities

South Wingfield Primary School is committed to its Equal Opportunities Policy. We aim to provide equal access to the curriculum regardless of gender, race, ethnicity, ability, disability or background. Inclusion: Together we aim for all our pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices; creating a secure, accepting, collaborative community where everyone feels valued.

Assessment

Teachers integrate effective Assessment for Learning in all areas of the curriculum. The work that the children produce serve as a record for classes working on each of the units. For KS1 and KS2, this is recorded in either the teacher PSHE book (if whole class or group work) or in the children's individual PSHE/ RE books for individual work. In FS2, assessments are completed using the Early Learning Goals.

Assessment also includes;

- Using self and peer assessment to involve children in understanding their own learning and next steps.
- Feedback from the children about learning they would like to explore further

- Completion of end of unit assessments through a post activity, either as a whole class discussion or in groups, with peers or individually

Breaks and Lunchtimes

PSHE covers all aspects of children's experiences at school and adults in school ensure that the Behaviour Policy is adhered to when dealing with specific incidents related to rules and social objectives. Break times and lunch times are a very social part of a child's school day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships and display positive behaviour. At South Wingfield Primary School our Playground Buddies help the adults to achieve this.

Equal Opportunities

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, regardless of gender, ethnicity, ability or social or cultural backgrounds.

Pupils are equally respected for whom they are and the contributions they make, regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress.

Responsibility

The subject leader for PSHE is responsible for:

- Providing leadership and vision
- Updating the school PSHE policy
- Carrying out the requirements of the school improvement plan linked to PSHE
- Monitoring the delivery of the PSHE Matters framework and advising on action needed.
- Identifying appropriate staff training
- Supporting colleagues in their planning and implementation of the PSHE Matters framework and in assessment of the progress of their children against the age related expectations.

South Wingfield Primary School

Happy, successful children!