



## Policy: PSHEe POLICY

### Introduction

Personal, Social and Health and Economic Education provides a curriculum context for the development of young people, facilitating an individual growth through a planned educational programme. From a young age children are constantly exploring and learning from their immediate environment. As they grow they acquire a tremendous amount of knowledge and skills. The children will be called upon to use their understanding to make decisions that affect themselves and others.

The nature of the learning environment is crucial to the personal and social development of children, and at St John's Meads the whole school Ethos and Vision Statements are paramount to the way children develop and mature.

Good quality PSHEe work underpins the whole of the educational process. A carefully planned programme will enable children to enhance their personal growth and development, which will affect their academic progress.

In conjunction with the PSHEe Policy there is

- a Sex and Relationships Education Policy,
- a Drugs and Alcohol Education Policy,
- an Equalities and Cultural Diversity policies,
- a Child Protection Policy,
- a Behaviour Policy (Pupil Discipline)

As a Church School, the teaching of sex education will be in the context of an appropriate moral framework, taking account of traditional family values in loving, stable and long-term relationships such as marriage.

### Why We Teach PSHEe

Personal, Social, Health and Economic education aims to help children and young people deal with the real issues they face as they grow up. The issues that PSHE education covers are central to young people's well being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and well being; safety; careers; work related learning; and personal finance.

Sir Alasdair Macdonald – Independent Review - 2009

### Aims of PSHEe

To enable young people to:

- Develop personal autonomy by encouraging self-awareness, self-esteem and self-confidence
- Acquire a sense of social and moral responsibility
- Make decisions and understand those decisions
- Develop a whole variety of relationships and adopt appropriate behaviour
- Encourage tolerance, respect and sensitivity to others
- Understand that they can make a contribution to their community, and recognise the value of their involvement
- Understand society, including its political, economic and legal structures
- Be aware of world issues and the role of the individual in this context
- Have some understanding of Personal Finance

Policy: PSHEe

Date: 2013

Review: 2016

Co-ordinator: Gemma Henson

Edited:



## Policy: PSHEe POLICY

- Understand and celebrate Diversity within our society
- Acknowledge our role and the responsibilities we have as part of a Global community

### National Curriculum

The PSHEe Scheme of Work for Key Stages 1 and 2 is used and linked with the topics in our Curriculum Framework.

There will also be links to statutory National Curriculum Science

Financial capability learning, through Maths

Emotional well-being awareness, through SEAL (Social and Emotional Aspects of Learning) to work on aspects of PSHE. (DfES-0110-2005).

The following headings are used to ensure all areas are covered:

- A)** Developing confidence and responsibility and making the most of pupils' abilities.
- B)** Preparing to play an active role as citizens.
- C)** Developing a healthy safer lifestyle.
- D)** Developing good relationships and respecting the differences between people

PSHEe is a part of our whole-school Curriculum Framework, and each year group has a detailed scheme of work to follow. Every year group has a termly plan, with a specific area dedicated to PSHEe indicating objectives and skill to be covered. A weekly plan indicates the activities planned for the week.

### Organisation/Teaching Methods

Every year group has an allocated weekly time for the direct teaching of PSHEe. Lessons are organised in a variety of different styles, depending upon the type of activity planned:

- Whole class teaching
- Developmental Group Work/Circle Time
- Paired activities
- Small group focused work
- Individual

However, there are many times during the school week when PSHEe is happening in cross-curricular work (refer to Creative Learning Journey Wheels ) Each year group plans within a creative curriculum and, where possible, PSHEe activities are related to the areas of learning chosen. As a school, we are very aware that a lot of excellent PSHEe work takes place in Language, Science, Maths, PE, Art, Technology, Music, RE and Humanities.

There are daily events that take place in the playground, dinner hall and around school, where PSHEe is used as a tool for dealing with specific incidents. All staff are aware of policies and procedures that can be used to deal with matters arising.

Pupils are given many opportunities at St John's Meads to take responsibility for their own learning. This helps the development of self-confidence and self-esteem in pupils. Children are encouraged to make decisions, solve problems and negotiate. The teaching and learning in PSHEe is based on developing the skills that pupils need, covering all aspects of different teaching styles and activities.



## Policy: PSHEe POLICY

RE and PSHEe are taught very much hand-in-hand, and are a strength of our curriculum. They are a firm foundation alongside the Ethos and the Vision of St John's Meads CE Primary School.

PSHEe teaching and learning is recorded in class books. These contain photographs, samples of written/drawn work, quotes and observations from children during PSHEe sessions (in any setting, cross-curricular area or group size). Children refer to learning in these books during lessons to help them build on prior learning.

## Equal Opportunities and Differentiation

All pupils are given the same opportunities and work through a carefully planned and well-structured PSHEe curriculum. It takes a positive approach towards Equal Opportunities that all members of society should be equally valued – whatever gender, race, ethnic background, disability and sexuality.

## Resources

A box of PSHEe resources is kept in the Resources Room. Sound links have been made with

PSHEe Advisory Team  
Outside Agency visitors such as – School Nurse and Dentist  
The Fire Service  
Police Liaison  
Social Services Officers  
Health Workers

Who also provide useful resources,

## Working with parents and carers

Parents and carers are kept fully informed of Policy developments through newsletters, meetings, and workshops. We offer parents the opportunity to voice concerns, and staff are happy to discuss issues with parents.

Parents have the right to withdraw their child from some sex and relationships education lessons. Please refer to SRE policy 2013.

## Assessment

- Assessment of individual pupil performance in PSHEe is linked to the learning objectives and success criteria.
- Teachers can make appropriate assessments by observing and monitoring the children's abilities when:

Speaking/listening to each other  
Decision making  
Working with others  
Developing self-esteem and self-confidence by observation of personal qualities eg reliability, humour and caring.

Other methods used for assessment in PSHEe are:

- Role Play,

Policy: PSHEe

Date: 2013

Review: 2016

Co-ordinator: Gemma Henson

Edited:



**Policy: PSHEe POLICY**

- Class Displays,
- Productions,
- Keeping Diaries.

**Role of the Head teacher and the PSHEe Co-ordinator**

The PSHEe Co-ordinator will work alongside the Head teacher and will inform staff of new developments and changes in PSHEe. Policies and frameworks will be reviewed as part of the School Development Plan. They will discuss with the Head teacher any sensitive issues that may arise, and will deal with these issues as appropriate. The PSHEe Co-ordinator will also liaise with the County Advisory Team. Co-ordinators attend regular training courses and maintain good contact with the Advisory Team. Whole School staff receive INSET training as well as in-house support from the PSHEe Co-ordinator.