



Marsden Community Primary School PSHE Policy

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STATUS: PSHE Lead

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PSHE Policy 2016-17

Rationale

This Policy has been produced in response to the National Curriculum non statutory framework for PSHE. It is recognised that all 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.*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

It recognises the need for a planned whole school approach to the teaching of PSHE. It is addressed through a combination of timetabled teaching time for PSHE, work covered in a cross curricular way and school activities and events. PSHE is also taught indirectly, in and around school using the innate ethos of the school.

At Marsden Community Primary School, we believe that our pupils have a right to the highest quality personal, social and health education (PSHE) education, in order to help them begin to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives and to participate as informed active and responsible citizens.

To this end, the school will actively encourage and enable all of its pupils to become involved in a wide range of activities which aim to promote self-worth, promote co-operation and involvement and develop an understanding of and respect for difference and diversity.

Aims and Objectives

- To encourage the development of personal skills: Communication, Negotiation, Decision making, Problem solving, and Assertiveness.
- To develop and nurture pupils' confidence, self-esteem and improve emotional resilience.
- To recognise, respect and accept the differences of others as well as accepting themselves.
- To prepare all our pupils for the challenges of adult life.
- To enable our pupils to make informed healthy choices.
- To enable pupils to explore their roles as citizens and their responsibilities towards their community.

Identifying the needs of our pupils

Marsden is a Primary Community School which serves pupils from 4 to 11.

Our pupils are from a catchment area which has been identified by the government as one of the most socially deprived councils in the country. Seven of its wards have been primarily targeted. Our school draws children from one of these wards as well as others. Parents are mainly in low income employment, or unemployed. The Health summary for Pendle shows significantly worse than the England average for infant deaths and children's tooth decay but the rate of teenage pregnancy is close to the national average. The crime levels in the area of the school are above average.

All staff working within the school are alert to the needs of our pupils and aware of the many ways in which they can be supported. Teaching will take into account the ability, age cultural backgrounds and readiness of our young people so that all can fully access PSHE education provision. The school has the capacity to meet a diverse number of needs through its specifically trained learning mentors and behaviour support

workers. Pupils can be referred for support to meet their needs by any member of staff, parents, and can also refer themselves. The extended services team track the support given to pupils and families in order to make their work more effective with targeted groups.

Teaching and Learning

Approach

We provide opportunities for personal and social development through a variety of strategies which seek to use the key skills in a creative way, enriching and exciting children so that they are fully involved in their learning. The strategies include:

- Individual, group and collaborative work building on communication skills and enhancing the use of language through discussion and role play.
- Problem solving activities to enable children to develop skills and strategies to solve the problems they will face in life.
- Reflection and positive self-assessment of what they have learnt so that they can identify ways to improve.
- Use of a variety of audio-visual aids when presenting material to allow access for different learners.
- A range of different experiences to widen children's understanding through visits and outside visitors.
- The use of floor books as a tool for ongoing assessment and the collation of PSHE evidence.
- The teacher's role in providing a rich and stimulating environment in the classroom is very important and every effort is made to facilitate this.

Planned Opportunities

Each class has timetabled PSHE for 30-45 minutes each week, depending on the topic being covered. These follow the three main PSHE association topics of Relationships, Health and Wellbeing and Living in the Wider World.

There are many opportunities for pupils to have access to various school activities and events, many of which can be considered to impact upon their personal and social development. These will include topic days and weeks, such as 'Anti bullying' and being 'Safe on the Internet' and 'Road Safety'. Here at Marsden Community School we encourage all children to take part in as many activities as possible over the school year and try to ensure that our school is a safe and enjoyable environment.

Cross Curricular Provision

Subjects such as Science, History, Geography and R.E. provide links to the areas covered in P.S.H.E. A variety of resources are available to staff to support the teaching of PSHE, including SEAL resources. New resources and strategies are passed to staff by the PSHE co-ordinator and are available within the school shared drive for all staff to access.

Extra Curricular Provision

- Lunch time and after school and holiday clubs
- Playground improvement to encourage physically active play
- Healthy options at lunchtime and fruit on sale
- Enrichment outings/educational visits.
- Fund raising activities for charitable purposes e.g. Children in Need, disaster relief

- Links to School Nurse through visits/surgeries
- Assemblies which reflect cultural diversity
- Visitors
- School council
- Responsibilities
- School performances music and drama (including Naats)

The role of the class teacher

Class teachers are aware of the themes which are being delivered by other staff and the cross-curricular links. In this way themes can also be explored in assemblies and cross-curricular "topic" work. Assembly stories and C.D. Rom's are available in the resource area in the P.P.A. room.

The role of the Subject Leader

The subject leader will be responsible for the co-ordination of all matters relating to PSHE and will be the person who liaises with outside agencies as well as overseeing provision within school.

Assessment

Time is allowed at the end of themes to assess its effectiveness and monitoring will be carried out by the subject leader.

Resources

Resources are kept in the P.P.A. room cupboard. There are a variety of resources which include S.E.A.L.

Pupil involvement

All pupils are expected to contribute to the smooth running of the class and school by undertaking tasks and ensuring they carry out their responsibilities. Eg.

- The school council members are involved in many aspects of decision making and this gives them a sense of ownership from year 2.
- The pupils can opt to be trained as 'bench buddies' or prefects, which gives them a role and a sense of responsibility in school.
- We have Sport Leaders who support other children in the playground at lunchtime. These are well trained by the Sports and Arts manager.

Parental involvement

Parents are informed of activities in school and consulted where appropriate, including sex education and puberty talks, which take place for children in Year 6 and 5.

Community and Other Agency Involvement

Our provision in this area is wrap-around. Where services cannot be provided on site school is able to signpost parents and the community to places in order to receive the help they need.

We regularly consult with outside agencies and provide opportunities for parents to meet with the school nurse and other agencies in school.

School has good relationships with outside agencies such as the police, road safety and fire service, who provide safety talks.

Review

This policy will be reviewed by the subject leader annually and up-dated in accordance with the School Improvement Plan.