

Personal, Social and Health Education Policy (including citizenship)

HOW THIS POLICY WAS DEVELOPED

This policy was written using exemplar policies, guidance from Devon Education Services and DFE guidance.

This policy was designed to complement the "Sex and Relationships Policy" and will not therefore duplicate the statements that have been made in that document.

RATIONALE

At the Ladysmith Federation we believe that PSHE education promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

PURPOSE

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

AIMS

Taken from our Vision for Every Child

- To develop self-motivated, ambitious, independent, caring and happy children
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;

- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote healthy lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for their future.

STRATEGY FOR IMPLIMENTATION

The Teaching of PSHE.

It is expected that in some form PSHE is taught every week, through circle times, distinct lessons and assemblies. In the Infant school a programme developed using resources from the PSHE association is used to cover the themes: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The Junior School uses the Rights Respecting Schools Programme. The Ladysmith Federation also uses the SEAL – Social and Emotional Aspects of Learning - materials to teach some of the elements of PSHE.

In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings and other areas of the school day, dealing with issues and matters that arise in the course of discussion and from the pupil's work. This enables the pupils' immediate concerns to be listened to and resolved.

We recognise that Circle Time is a very useful teaching model for many of the aspects of PSHE.

Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;

- planning for implementing what has been learned/decided, where appropriate.

Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both key stages.

EQUALITIES STATEMENT

The staff and Governors of Ladysmith Federation are committed to promoting equal opportunities and diversity. All staff will ensure that all areas of the taught and informal curriculum take account of the rich and varied balance of cultures, faiths, race and nationalities, physical, emotional, gender and economic diversity that exist in the United Kingdom today.

LINKS WITH OTHER SUBJECT POLICIES

- Health and Safety
- SEND
- Sex and Relationships
- Behaviour
- Teaching and Learning

MONITORING AND REVIEW

This policy will be monitored by the subject co-ordinator in consultation with other members of staff and reviewed by the governors' Teaching & Learning Committee on a three yearly basis.

The subject leader is responsible for reporting to the governor's curriculum committee about the quality of its implementation and impact on standards. In light of this, policy amendments may be made.

Signed Chair of Governors.....

Date.....

Reviewed.....