



Chantry Community Primary School

PSHE Education Policy

January 2015

Context

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

DFE September 2013

PSHE is firmly rooted in our ethos across the school in developing Caring, Confident children who take pride in themselves and care for others and the world around them.

Aims and objectives of Personal, Social and Health Education (PSHE)

We believe every child should be helped to reach their maximum potential. Through all our teaching we aim to:

- Create a secure and caring environment in which children, staff and parents work together.
- Enable children to become resourceful, enquiring and independent learners.
- Support all children to progress in their learning.
- Nurture children’s self-esteem and help them to build positive relationships
- Develop children’s confidence and encourage them to respect the ideas, values and feelings of others.
- Provide opportunities for our children to co-operate and collaborate in their learning.
- Help children to understand they are part of a community, and encourage them to respect the environment in which they live.
- Show respect for all cultures and promote positive attitudes towards other people.
- Help each child appreciate the benefits and pleasure of a healthy life-style.
- Encourage and develop each child’s creative ability as well as encouraging them to appreciate of the work of others.
- Help children grow into positive, reliable, and independent citizens.

We aim to develop an understanding in our pupils of themselves as part of a community and the rights and responsibilities involved in this. We work to support the building of a sense of self-motivation and respect to enable them to reach their personal potential, taking in pride in the journey as well as look at the final goal. Understanding the range of emotions, how these affect themselves and others and associated sensations and behaviour enables children to understand different ways

to moderate themselves and their behaviour as they grow and develop. They learn that emotions are healthy and should not be ignored or denied, but that they can be managed appropriately in society to allow them to get along. Sex and Relationships Education (SRE), and Drug, Alcohol and Tobacco (DAT) Education are covered in each year group both in discrete PSHE sessions and as part of the Science Curriculum. The importance of keeping yourself safe, what to do if a problem arises, and where to get help when things do go wrong are embedded throughout our PSHE curriculum and focus is placed on these at the beginning of every year in our Communication Weeks and in November in Anti-Bullying week.

Curriculum

Our Teaching of PSHE may include:

- the discussion of attitudes and values
- the understanding of diversity, personal choice, stereotyping and the effects of media
- the development of a range of personal and social skills including the self-respect and confidence to make informed choices
- the provision of factual information and the understanding of it

At Chantry Community Primary School PSHE is underpinned by our ethos and values and we uphold it as an entitlement for all our children. We recognise the need to work as a whole school community to ensure a shared understanding of PSHE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils.

The PSHE Curriculum is based on three core themes of **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**.

Overarching concepts within these are:

- **Identity**
- **Relationships**
- **A healthy balanced lifestyle**
- **Risk and safety**
- **Diversity and equality**
- **Rights, responsibilities and consent**
- **Change and resilience**
- **Power**
- **Career**

Skills are built around:

- **Intrapersonal skills**
- **Interpersonal skills**
- **Skills of Enquiry**

These areas are embedded within the PSHE curriculum. For specific Learning Intentions please see the PSHE Curriculum as part of the Learning Journeys available on our website.

Delivery

PSHE based Learning Journeys and objectives are taken from the Curriculum recommended by the PSHE Association, an overview of which is laid out above. Our Programme of Study for SRE is taken from the *Christopher Winter Project, Laying the Foundations: Sex and Relationship Education in Primary Schools*, and *Living and Growing*. Class teachers adapt and differentiate the programme of study in line with pupil maturity and the needs of individuals within their class.

The content of the PSHE Curriculum will be delivered in a variety of ways :

- Safe and structured session.
- Discussion based activities (Circle-time, Distancing techniques, ground rules, reflection etc.)
- Interactive activities, videos or games and other methods of ICT
- Exploration of relevant artefacts

Children with Special Needs are provided for in line with our Teaching and Learning, and Assessment policies and additional support and differentiation is provided where appropriate, as it is throughout our Teaching and Learning at Chantry.

The organisation of PSHE

Leadership

The subject leader for PSHE is responsible for monitoring planning and review of the programme of study and ensures that appropriate resources and guidance for teaching are in place.

The PSHE subject leader is responsible for keeping up to date with materials and guidance with support from the school for regular opportunities for training and leadership time given for reading and research. This information will be disseminated through INSET and CPD sessions in school. Teachers who need or request specific support may access this training to ensure high quality teaching in PSHE.

Staffing

Class teachers deliver most of the PSHE in their own classes due to their understanding of the needs, maturity and prior knowledge of their children. The SENCO as part of the Thrive programme which underpins much of our learning in PSHE may also provide targeted sessions for classes with a high level of need, or supporting teachers less confident in their subject knowledge or with less experience of delivering the curriculum. One to one work may also take place with the SENCO for those children who are highlighted as having specific difficulties with their personal, social and emotional development where this is impacting on their learning, progress, friendships or behaviour in school. Support and training will be provided as appropriate, including for support staff and teaching assistants, to enable them to work with class teachers effectively. In circumstances where gender

specific issues are covered the teachers will work together to plan and deliver high quality provision.

Stakeholders

Governors

The governor for PSHE supports the PSHE subject leader in monitoring implementation of the Policy. As with all policies the Governors have been consulted and have ratified the Policy.

Parents

Coverage of the curriculum is available by request from the class teacher or school office, as well as being published as part of the wider curriculum on the school website. A curriculum leaflet specifically for SRE is sent home for parents to have an overview of the curriculum across the school as well as specifically for their child's year group, and a time provided for them to come in to view resources and videos used, and find out further information from the class teacher and/or PSHE leader.

Children

Evaluations of children's learning in PSHE take place at the beginning and end of each set of lessons with the children to explore what they found useful, what may have been difficult for them and the style of learning which they feel is supportive. Resources and their usefulness, and additional input provided by the SENCO are also discussed to enable teachers to adapt their planning and pass information back to the PSHE leader and up to the following class teacher with regard to learning in this area.

Assessment

Due to our belief in the importance of PSHE and its impact on children's ability to learn across the curriculum assessment takes place three times a year as part of our assessment cycle in terms 1, 3 and 5. The PSHE leader and SENCO uses the data to analyse areas for development and support in different classes, feeds these back to the class teacher and provides resources, as well as providing modelling and team teaching for those classes with the highest need.

Visitors

The school nurse supports the school with a number of elements of PSHE including SRE, Medicines and being safe, personal hygiene and hand washing and sun safety. Visitors may be invited to support and provide inspiration to the children in different areas of PSHE. For example, in Anti-Bullying week 2014 Owen Griffiths, a member of the charity Just Different with Cerebral Palsy came to visit the school to meet with children, staff and parents to break down barriers and gain a greater understanding into lives of those with disabilities.

Linked Policies:

SRE Policy

Child Protection Policy

Anti-Bullying and Friendship Policy

Equality Policy

Policy reviewed and updated: March 2015

Headteacher:

Date ratified by governors:

Chair of Governors:

Date of next review: January 2018