



The Keys Academy Trust

Personal, Social and Health Education

Date of this policy	November 2017
Date for review	November 2020

EARLEY ST. PETER'S C of E PRIMARY SCHOOL

POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

(1) Aims

The aim of this policy is to show how the school, through our provision for Personal, Social and Health education (PSHE) will give our pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

(2) Introduction

PSHE helps pupils to 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 aims to encourage in children the ability to make informed judgements about their decisions and accept responsibilities for their actions.

It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences. It also covers Citizenship, Sex and relationship education, Healthy lifestyles, Financial responsibility and education about drugs, alcohol and tobacco.

Consequently, the school aims to:

- Involve pupils in the decision making process of the school through lessons and School Councils
- To involve, where possible, all adults and, where appropriate children, in the decision making process
- To develop tolerance and respect
- To encourage an appreciation of the importance of a healthy lifestyle
- To develop the skills required to make informed choices
- To develop self-esteem
- To develop a sense of responsibility to themselves, the school and the wider community
- To develop an appreciation of different cultural traditions
- To understand and appreciate diversity both locally and globally
- To understand that both as children and adults that they have both rights and responsibilities
- To develop the participation of pupils in play and lunch times through a variety of strategies, e.g. 'Playground Buddies' scheme.

(3) Key points

(i) Organisation

PSHE will be taught both directly and through other subjects when appropriate – for example, some aspects of the Religious Education curriculum will have a strong and obvious link to PSHE themes.

For direct teaching of PSHE the school has adopted the 'Rainbow' scheme. The scheme covers all aspects of PSHE, with each year group having a folder of lesson plans and activities for the entire year. Having one integrated and coherent scheme helps us to ensure that all PSHE topics are fully covered in an appropriate fashion for the age and stage of each year group.

(ii) Sensitive/Controversial Issues

The school recognises that by its very nature there may be instances where controversial and sensitive issues are raised. In order for lessons to take place effectively, teachers and other staff may need to overcome their own anxieties and embarrassment. There are a number of strategies that can help-

- Establishing ground rules
- Using distancing techniques
- Knowing how to deal with unexpected questions and comments from pupils
- Using discussion and appropriate materials
- Encouraging reflection

(iii) Effective Teaching

The school recognises that effective teaching in PSHE has the following characteristics:

- It starts with the child and the knowledge that the child already has
- Effective teaching in PSHE can only take place when the children feel confident enough to voice their concerns and experiences through discussion.
- It is open ended. The principle underlying PSHE is that effective learning takes place where the children are fully engaged and valued.
- It allows children to develop confidence, responsibility and to make the most of their abilities
- It encourages children to develop good relationships and respect others
- It encourages children to develop awareness of their rights and responsibilities
- It encourages awareness of healthy lifestyles.
- It encourages children to become active citizens

All children are given equal access to the PSHE curriculum.

(iv) Assessment:

Assessment will be out on an ongoing basis by the class teacher. This can be achieved through written work or discussion with the children.

(v) Monitoring:

This will be carried out by reviewing plans and evaluations, observing teaching and learning, scrutiny of work and discussion with children. The policy will be reviewed every three years.