



Personal, Social and Health Education (PSHE) Policy

Maximum Effort for Maximum Achievement

1 Aims and Objectives:

- 1.1** Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. Pupils are actively encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop pupils sense of self worth and we teach them how society is organised and governed. We ensure that pupils experience the process of democracy in school through the School Council and learn about democracy in the wider community in Year 6. We teach them about their rights and responsibilities and enable them to learn to appreciate what it means to be a positive member of a diverse multicultural society.
- 1.2** The aims of Personal, Social and Health Education are to enable the children to:
- Know and understand what constitutes a healthy lifestyle;
 - Be aware of safety issues;
 - Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
 - Recognise potential risks and know how to manage these risks safely;
 - Understand what makes good healthy relationships with others;
 - Have respect for themselves and others;
 - Be independent and responsible members of the school community;
 - Be positive and active members of a democratic society;
 - Develop positive relationships with other members of the school and the wider community.

2 Teaching and Learning Styles:

- 2.1** PSHE is taught as a discrete subject for one hour every fortnight in each class throughout all four year groups. In addition to this, PSHE forms an integral part of the ethos of the school as a whole. Pupils are provided with a range of everyday experiences which play an important part in promoting the social, moral, spiritual, cultural, economical, mental and physical development of our pupils. PSHE is taught by a designated HLTA who is supported by the subject leader for PSHE.
- 2.2** PSHE is taught through a range of teaching and learning styles including discussion, drama, role-play, circle time and through the use of published materials including books, worksheets and DVDs.
- 2.3** The children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising or involvement in an activity to help other individuals or groups less fortunate than themselves. At the start of each academic year, pupils are able to participate in discussions to set agreed classroom rules of behaviour. They also carry out class elections to elect representatives for the School Council. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church and other organisations, whom we invite into the school to talk about their role in creating a positive and supportive local community. These guest speakers also provide pupils with the opportunities to ask questions and seek advice if needed.

3 PSHE Curriculum Planning:

- 3.1** PSHE overlaps with other areas of our curriculum such as Science and RE. It also includes Sex and Relationships Education (SRE), Drug Education and Anti-Bullying. These areas all have their own policy documents.
- 3.2** A wide variety of resources is used to support the planning and delivery of PSHE lessons. We follow the units and planning ideas from the new Cambridgeshire scheme

of Work. The scheme of work was implemented in the Summer Term 2012 to include the new Cambridge materials and its use and impact have shown to have had a positive impact on the delivery of lessons. Children are provided with three levels of challenge and extension tasks, when appropriate, which provide them with the opportunity to become independent learners.

3.3 The scheme of work aims to develop skills in a range of health and well-being topics throughout the pupils' four years at the school. This approach aims to minimise repetition and also enables pupils to develop in to healthy, well-informed and well-rounded young people. The scheme of work also aids the transition of pupils in Year 3 and Year 6.

3.4 The PSHE scheme of work is as follows:

Year 3:

- Feelings, Friends & Friendships.
- Myself & My Emotions.
- Differences between People.
- Rights, Rules and Responsibilities.
- Keeping Myself Safe & Managing Risk (Including sun safety)
- Medicines / Drug Education.

Year 4:

- Feelings, Friends & Friendships.
- Anti-Bullying.
- Lifestyles & Cultures.
- My Healthy Body.
- Personal Safety.
- Loss, Separation & Relationships.

Year 5:

- Feelings, Friends & Friendships.
- Me & My Relationships.
- Political Literacy & Citizenship.
- Managing Risks.
- The World of Drugs.
- Anti-bullying.

Year 6:

- Feelings, Friends & Friendships.
- Money Management & Careers.
- Global Citizenship & Human Rights.
- Personal Safety & Risks.
- Managing Change.

SRE is taught in addition to this programme of PSHE. Please see SRE policy for further details.

3.5 We offer a variety of educational visits which offer opportunities for PSHE as well as supporting the teaching and learning of other curriculum areas. In Year 4, pupils are offered a three day residential visit to Windmill Hill in Sussex. There is a particular focus on developing pupils' self esteem and giving opportunities to develop leadership and co-operative skills through a range of outward bound and team work activities.

4 The School Council:

- 4.1** The School Council plays an important role within the school by providing all pupils with 'voice'. The School Council is made up of a core group of five pupils who have specific roles. These are: Chairperson; Vice-Chairperson (two children); Treasurer and Secretary. These children are democratically elected by the rest of the School Council using ballot papers thus introducing an important element of our democratic process. These children meet with the Deputy Headteacher once a fortnight. The rest of the School Council is made up of two representatives from each class in the school (ideally a boy and a girl). The School Council meet as a whole group once or twice each half term. The core group meets with Governors once a term and with the Head Teacher once every half term. The School Council has its own notice board and page on the school website. Following meetings, representatives are given tasks and issues to take back to their class to discuss and then report back the findings to the core group who will act upon them.

5 Teaching PSHE to children with special educational needs:

- 5.1** At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, if appropriate, specific targets relating to PSHE.

6 Assessment and Recording:

- 6.1** Pupils have folders in which to keep their PSHE work. These folders are passed throughout the school from year to year. However, when PSHE work is part of another subject such as RE or Science, it will be recorded in those books. In addition, much of our PSHE work is covered through discussion and activity therefore there is not always a written record but evidence is recorded in an evidence folder.
- 6.2** Teachers evaluate the achievements of pupils in PSHE and report these achievements to parents each year.
- 6.3** There is currently no formal assessment of PSHE, however in the Summer Term all teachers of PSHE are required to indicate whether each child is working at above average, average or below average levels.

7 Resources:

- 7.1** Resources are kept by the PSHE subject leader; however staff who deliver PSHE may keep the resources they are using within their own classrooms. All HLTAs/TAs who deliver PSHE have a memory stick containing the relevant plans and resources from the Cambridge scheme of work. SRE resources are held by the subject leader for PSHE.

8 Monitoring and Review:

- 8.1** The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. She/he is also responsible for supporting the HLTAs and TAs in their delivery of the PSHE curriculum. The subject leader also seeks potential

opportunities for training and subject development. The subject leader is also responsible for writing the PSHE action plan. This will involve evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Monitoring time for the subject leader is provided once a term in order to enable her/him to fulfil this role by reviewing samples of children's work, visiting classes to observe teaching in the subject and carrying out pupil perception surveys.

Note:

This PSHE policy should be read in conjunction with the Sex and Relationships, Drug Education and Anti-bullying policy documents.

Mastery in PSHE at Buttsbury Junior School

Effective mastery in PSHE encourages all pupils to consider their own personal values and beliefs, as well as those of others.

Pupils are provided with the opportunities to ask and respond to a variety of higher order questioning that reflect on their own values and opinions. Pupils are able to challenge the beliefs and ideas of their peers in a diplomatic manner.

Children ask their own deep thinking questions and are given time to contribute to peer discussions and debates. Pupils learn deep, rich and coherent 'powerful knowledge' that they are then able to transfer to other areas of the curriculum and in the wider world.

A variety of stimuli is used to stimulate curiosity and deepen thinking. Children are able to apply these to a variety of written and practical activities within lessons. Pupils are encouraged to compare and contrast their own thoughts and opinions with others in a calm and respectful manner. As a result of this, pupils have a deep understanding of the actions, views and beliefs of others and the world around them.

Monitoring and review

Policy Date: Spring 2020

Review Date: Spring 2023