

Curbar Primary School

Policy Document



- Name of policy: **PERSONAL SOCIAL & HEALTH EDUCATION (PSHE)**
- Date Approved by Governors: _____
- Signature of chair of governors / governors' committee:

- Date for next review: _____

Overview

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.'*

Framework

In absence of a new programme of study, Curbar Primary School has decided to adopt the programme of study developed by the PSHE association. <http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development and should be read in conjunction with these.

Aims

The programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child. It should be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant information
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Key roles and responsibilities

The PSHE co-ordinator is responsible, in consultation with all class teachers, for planning, running and evaluating the effectiveness of the programme. The coordinator is responsible for keeping the Head Teacher and Governors informed.

Learning and Teaching

A variety of teaching and learning styles will be used when delivering PSHE and Citizenship. These may include: discussion, videos, and stories. Resources and strategies such as SEAL, circle time and R time will also be regularly used.

It is important to set the appropriate climate for learning by encouraging active participation, asking the children open ended questions and encouraging to ask open ended questions of each other.

PSHCE is integrated into the new Primary Curriculum and topics are covered at least once, but most of the topics are covered several times. However, each time a topic is covered the class teacher will ensure it is appropriate to the child's age, maturity and ability.

Assessment

There are no attainment targets for PSHE education. Teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Our celebration assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

SEN and Learning for all

All pupils receive support appropriate to their needs. This is achieved within the classroom through the teacher knowing their pupils and planning accordingly. Significant consideration is given to the needs of the higher attaining pupils and children who need more support.

Use of visitors and wider school community

Where appropriate, the school nurse, or other visitors will be used. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community.

Parents/carers

Parents are informed of the curriculum termly and, where relevant, through additional communication. Annual reports to parents include a general comment on PSHE and Citizenship. We welcome the contribution parents can make, most importantly by supporting their children at home. Any parent can approach the school for further help in matters related to the PSHE and C programme and their child.

Involvement of children

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and conflict resolution. Circle time and R time play an important role in this area and are used throughout the school. Elected representatives of each year group attend a school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

Monitoring and review

The Head Teacher and PSHE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching and learning. The Head Teacher and co-ordinator supports colleagues in the teaching of PSHE and C by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in the school and relevant training. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

The policy will be reviewed every three years.