

Personal, Social and Health Education Policy & Guidelines



Rationale

Children need to be empowered with the skills, knowledge and attitudes necessary for them to grow and develop into responsible people. They must be able to develop relationships, form opinions and make choices that are conducive to a healthy, safe and independent lifestyle within their own community and the wider world.

Aims

1. To promote self esteem.
2. To ensure that children are equipped with the skills, attitudes and knowledge to lead a fulfilling and responsible life.
3. To maintain a healthy school where children acquire the skills, attitudes and knowledge to lead a healthy lifestyle.
4. To use the acquired skills, attitudes and knowledge in order to lead a safe, secure and considered life.

Objectives

1. To implement school golden rules which are based upon the Assertive Mentoring positive behaviour management and rewards scheme.
2. To plan and deliver circle time effectively throughout school.
3. To celebrate children's successes.
4. To plan and deliver a formal PSHE curriculum throughout the school.
5. To exploit real life opportunities to reinforce the taught skills, attitudes and knowledge.

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6. To highlight health related issues throughout the curriculum.
7. To host discrete health related campaigns.
8. To provide opportunities within the classroom and the wider community to make informed choices and take responsibility.

Legal Requirements

National Curriculum 2014

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Statutory Requirements: *“PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.”*

– 2014 Primary National Curriculum

EYFS

In the EYFS, PSED is broken down into three aspects:

- Self confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The PSHE Association non-statutory guidance for PSHE and Citizenship in key stages 1 & 2 has three strands:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World



In Key Stages 1 and 2, pupils should be taught:

1. Health and Well-Being

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

2. Relationships

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

3. Living in the Wider World

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.



Key Principles

Principles for Teaching and Learning

Using the EYFS and PSHE Association advice, we have identified the fundamental knowledge, skills, attitudes and values that we want our child to acquire throughout the PSHE curriculum.

In accordance with our Teaching and Learning Policy the PSHE curriculum will ensure that all children are challenged and able to access the curriculum at their own level. Through this they will become independent learners who are responsible for their own success.

Teaching Methodologies

The knowledge, skills and attitudes will be developed through formal PSHE teaching, circle time, cross curricular links, discrete topics and informal learning opportunities. Through careful medium term planning appropriate resources will be identified and subsequently evaluated.

In line with our Teaching and Learning policy we will provide the opportunity for children to work individually, in groups or as a whole class using a variety of teaching methods to address the preferred learning styles e.g. visual, auditory or kinaesthetic.

Progress and Continuity

Within the Foundation Stage pupil progress in PSED is tracked on the EY Profile. Throughout school individual pupil targets are shared with parents and children on a termly basis at parent consultation meetings.

Entitlement and Equal Opportunities

All children will have equal access to the PSHE curriculum through additional adult support and resources if necessary.

Programme Organisation

The learning objectives for PSHE are met by formal teaching sessions, discrete topic work, the wider curriculum, circle time and through informal learning opportunities.

4% of weekly teaching time will focus upon the teaching of PSHE.

Teachers use the PSHE Association programmes of study as a basis for weekly lesson plans. This will be developed further into a scheme of work.



Roles and Responsibilities

The PSHE co-ordinator is responsible for auditing, monitoring and action planning with regard to PSHE throughout the school: this includes the development and evaluation of the PSHE scheme of work, resourcing and liaison feeder schools and external agencies.

Staff Training and Support

Staff training needs are assessed through the annual subject audit and the performance management process.

Staff will either be sent on individual courses in which case dissemination of information must be effective; or whole school training will be organised.

All training is subject to a pre and post evaluation.

Funding

A bidding proforma accompanied by an action plan is submitted annually to the Finance and Development Committee for necessary funding. All resources and training costs will be addressed through this funding mechanism.

Resources

The PSHE curriculum is supported by the following core resources:

Health for life scheme

Health for Life – The process

DANSI

A variety of other texts to support thinking skills, emotional literacy and circle time are available.

Working with Parents, Carers and External Agencies

Parents will be informed about the PSHE curriculum via the school website, leaflets about specific topics and health board. New developments will be shared with parents through curriculum events.

Pupil progress will be communicated to parents through termly target sheets at parent consultation meetings.

External agencies such as the Police and School Nurse all contribute to the taught PSHE curriculum. This work is pre-planned in conjunction with the class teacher.



Disclosure and controversial issues

School policies on Drugs, Alcohol and Tobacco and Sex and Relationships Education enable children to acquire the knowledge and skills necessary to improve their personal safety. These policies outline the necessary procedures should an incident occur.



SRE is an integral component of child protection. Refer to the Child Protection Policy and the Northumberland Child Protection Guidance.

Parents have the right to withdraw their child from any aspect of the PSHE curriculum.



This policy has been formally adopted by the governing body.

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
Initially adopted	25 April 2015	Adapted from Alnwick South First School Policy
This Review	27 May 2016	Adapted into Swansfield Park Primary School

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	Jenny Smith	Headteacher		27 May 2016
Approved by	Bill Grisdale	Governor		27 May 2016

DATE OF NEXT REVIEW	27 May 2017
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