

Pilgrims' Way Primary School

Personal, Social and Health Education Policy

There is a non-statutory framework for Personal, Social and Health Education (PSHE) for Key Stages 1 and 2 which:

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

Vision

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims

The aims of PSHE are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Teaching and Learning Style

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution

- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

PSHE Curriculum Planning

We teach PSHE in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies, Science and the 'hidden curriculum;' attitudes and expectations of behaviour promoted by adults in the school.

We teach PSHE mainly through our scheme of works which was written following Southwark's guidelines. We cover Feelings, Safety, Citizenship, Medicine and drugs and Relationships. In addition, there is a shorter theme, *Say no to bullying*. Some of the time we introduce PSHE through other subjects. We also develop PSHE through circle time, class and school council assemblies, wall displays and whole-school events.

Foundation Stage

We teach PSHE in the Foundation Stage as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. We also support PSHE Education in the Foundation stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy.

Inclusion

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Sensitivity will be applied in respect of children's individual needs.

Assessment and Recording

Teachers assess work in PSHE by making informal judgements as they observe them during lessons and by doing formal assessments of their work measured against end of key stage attainment targets.

At key stages 1 and 2 PSHE is part of the joint non-statutory framework for PSHE and citizenship. This framework does not include attainment targets. However, QCDA has produced non-statutory end of key stage statements describing what most pupils are expected to know by the end of each key stage.

Monitoring and Review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

This policy was agreed on: November 2017

To be reviewed in November 2019