



PSHE Policy

2019

Rationale

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PHSE programme, which allows pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Intentions

The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association).

The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.

- Enable children to respect common humanity, diversity and differences

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance

Relationships and Sex Education (RSE)

See the RSE Policy for further details of how we meet this responsibility.

Teaching and Learning

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	Being Healthy	Difference & Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference & Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

The units have been separated into half term, so each half term has a specific focus. The framework can be adapted for mixed-age classes as the units repeat and extend knowledge in Upper Key Stage 2.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others.

The children are encouraged to learn alongside and collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. References for resources relevant to the value focus are given on the PSHE curriculum.

Planning

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs.

Teachers consider to following when planning a lesson:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks PHSE teaching strategies will incorporate varied activities such as:

* Circle Time * group discussions * debate * role play * co-operative tasks * creative writing * art work *mind-mapping *class and group discussions *questioning *media such as videos / pictures

PSHE lessons are recorded in a class PSHE book. This book will evidence the learning intention for the lesson and photos / ideas / thoughts taken from the lesson.

Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council, become Mental Health Ambassadors and are encouraged to express their opinions.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment

At Spire Junior School, teachers integrate effective AFL in all areas of the curriculum. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for classes working on each of the units. This is recorded in the whole class PSHE book.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Roles and Responsibilities

The teaching of Science is the responsibility of all teachers within the school. The head teacher and PSHE lead have responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of science throughout the school.

The PSHE co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated science curriculum will be reviewed by the PSHE co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of PSHE, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.