

***SHERWOOD PRIMARY SCHOOL***

**POLICY  
FOR  
PERSONAL, SOCIAL,  
HEALTH AND  
ECONOMIC (PSHE)  
EDUCATION**

***June 2015***

# **SHERWOOD PRIMARY SCHOOL MISSION STATEMENT**

***We aim to create a happy, caring environment in which children develop self-confidence and show respect for others, while reaching their true potential.***

## **Introduction**

At Sherwood Primary School we believe that personal, social, health and economic (PSHE) education is an important and necessary part of our pupils' education; it enables children to become healthy, confident and responsible members of society.

This policy should be read in conjunction with the National Curriculum's guidance on PSHE Education (2014).

### **The Aim of PSHE Education**

The aims of PSHE Education focus upon developing the knowledge, skills and understanding within our children to enable them to:

1. Develop self-esteem, confidence, independence and responsibility as they encounter both physical and emotional changes during their lives.
2. Play an active role as future citizens and members of society by recognising that they can make choices.
3. Develop a healthy lifestyle and keep themselves and others safe.
4. Develop effective and fulfilling relationships and learn to respect the differences between people.
5. Have the opportunities to prepare for change, feel positive about themselves and to develop effective relationships with others.

### **The Spiritual Moral, Social and Cultural Development of Children**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, it is very much a feature of the life and work of pupils. At Sherwood Primary School, PSHE Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

## **Curriculum and School Organisation**

*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. (National Curriculum 2014, 2.5)*

The content of the PSHE Education programme at Sherwood Primary School, follows guidance set out by the National Curriculum 2014. Content will be delivered discreetly or through a variety of cross-curricular links, mainly using the Lancashire Scheme of Work which follows SEAL guidance. Teachers will also include the teaching other subjects or topics which have importance or relevance to their pupils.

In following the Lancashire Scheme of Work and SEAL guidance, our pupils will cover the following units each year in KS1 and KS2:

- Unit 1: Core Programme for PSHE Education
- Unit 2: Making a Positive Contribution
- Unit 3: Economic Well-being and Financial Capability
- Unit 4: Relationships
- Unit 5: Emotional Health and Well-being
- Unit 6: Keeping Safe, Staying Safe, Feeling Safe
- Unit 7: Healthy Lifestyles
- Unit 8: Drug Awareness
- Unit 9: Sex and Relationships Education (SRE)

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies six areas of learning, with Personal, Social and Emotional Development being a key foundation to the PSHE Education curriculum.

Subject planning and evaluation for work in PSHE Education is incorporated into year group planning and evaluation, each half-term or term. This is seen in teacher's initial and Long Term Planning. Planning and evaluation of work within any curriculum unit is undertaken on a weekly basis by the class teacher and can be seen in their Short Term Plans.

## **Teaching and Learning**

Class teachers are responsible for their own class organisation and teaching style in relation to PSHE Education, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. Teachers use a range of teaching and learning styles with an emphasis on active learning by including children in discussions, investigations and problem solving activities.

PSHE Education will be delivered in a variety of ways to reflect the age of the pupils and ensure a whole class approach to the subject:

There will be a regular specific curriculum session, in order to develop themes and share ideas eg circle time.

- Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives eg community projects, school productions, celebration assembly and annual residential trips for the Years 5 and 6 pupils.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- The children are involved when visitors come into school.
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.
- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD Roms, internet, specific adults eg medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

### **Links with other Subjects**

PSHE Education has links with other areas of the curriculum including Literacy, ICT, History, Geography and Art. Drugs Education and SRE is incorporated into the PSHE Education curriculum (please see separate policies for Drugs Education and SRE).

### **Special Needs Provision**

Children of all abilities are able to access the PSHE Education curriculum through the multi sensory approach outlined above. Individual teachers differentiate activities and resources to cater for individual needs.

## **The Role of the PSHE Education Subject Leader**

The Subject Leader is responsible for helping staff to plan PSHE Education for a particular class or year group and monitoring and evaluating the provision for PSHE Education in the School. Monitoring and evaluation may take place by means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning as seen in Long and Short Term Plans
- Discussion among groups of staff or the whole staff
- Classroom observation
- External inspection and advice

The evaluation and review of the policy for PSHE Education and the Schemes of Work for PSHE Education takes place on an annual basis. The Subject Leader draws up an annual Action Plan for PSHE Education each year. This is in the same cycle as the School Development Plan and so planning is from the summer term to the following spring term. The Action Plan outlines what the Subject Leader plans to do in relation to the PSHE Education Policy, Scheme of Work, resources, monitoring of PSHE Education and includes a detailed budget plan.

The Subject Leader attends County INSET Courses for PSHE Education and then feeds back to other staff where appropriate.

The PSHE Education Subject Leader is responsible for maintaining PSHE resources, and for monitoring their use. The current lists of resources are examined each year before purchases are made. Staff are asked to submit to the PSHE Education Subject Leader requests for any resources which they require to be added to the existing stock.

The purchase of resources is planned each year by the PSHE Education Subject Leader based on the PSHE budget bid from the main school budget. This PSHE budget will reflect the degree of priority which PSHE Education is being given in the School Development Plan. The PSHE Education Subject Leader will review the use of resources and their storage annually in consultation with the rest of the staff.

## **Assessment and Record Keeping Procedures**

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in photograph and video form. Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

An overview of the PSHE Education for the year, will be included in the annual report to parents.

Approval date: June 2015

Review date: June 2018

Signed (Headteacher):

Signed (On behalf of the Governing Body):