

St. John's C.E. Primary School



Policy: PHSE Policy

Reviewed: June 2017

Future Review: June 2018

Introduction

This policy has been produced in response to the non-statutory National Curriculum Framework for PSHE and Citizenship.

PSHE stands for Personal, Social and Health Education.

Successful PSHE and Citizenship education is achieved through a variety of forms:

- Discrete curriculum time.
- Teaching PSHE and citizenship through other subject areas.
- Through activities and school events.

We recognise that a combination of these is needed for a whole school approach.

Due to the diverse nature of PSHE. and Citizenship this policy should be read in conjunction with the schools policies on Drugs Education, Sex & Relationship Education, Health and Safety, Child Protection, Inclusion, Anti-Bullying, RE, Behaviour, School Trips and P.E.

Aims

Our aim to promote pupil's personal, social and emotional development, as well as their health and wellbeing. We aim to give children the knowledge and skills they need to lead confident, healthy and independent lives; to help them understand how they are developing personally and socially, tackle many of the moral, social and cultural issues that are part of growing up.

Objectives:

- To establish opportunities for increased pupil involvement in the life of the school.
- To help our children develop self confidence and a feeling of worth.
- To encourage our children to make healthy, informed choices about their lives.
- To help pupils identify ways of responding to peer group pressure.
- To develop a caring and considerate attitude towards themselves and others.
- To develop a caring attitude to the environment.
- To help our pupils to understand and manage their feelings.
- To understand how society works and their rights and responsibilities.
- To help children move into adulthood with Christian values and principles.

Roles and Responsibilities

All members of the school community, including children, need to be involved in the development of the school's PSHE & Citizenship curriculum. It is the responsibility of the Senior Management team to identify a member of staff to lead and coordinate the process and support the implementation of

the resulting provision.

Implementation

All teachers will be involved in the teaching of P.S.H.E. and Citizenship which will be delivered through

- Regular timetabled sessions
- circle time
- in combination with other subjects
- with support from outside agencies where necessary

Provision for P.S.H.E. and Citizenship will also be provided during Assemblies, extra curricular activities, visits, visitors, School Council meetings, playtimes and special events in the school.

In foundation stage, there is no specific learning for PSHE. However, through the area of 'Personal, social and emotional development', children will:

- identify and name feelings
- begin to understand why it is important to keep clean
- begin to show awareness of differences and similarities between people
- consider the consequences of their words and actions on others and recognise that bullying is wrong.

Planning for PSHE and Citizenship

Planning will follow the QCA guidance at www.qca.org and should incorporate the new units which are divided into three groups: sex and relationship education (SRE), healthy lifestyles (which covers aspects of physical, social and emotional health) and financial capability. Teachers are encouraged to adapt ideas from the QCA scheme to our own pupils' needs and the priorities of our school

Assessment

Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the non-statutory key stage statements provided in the Foundation Stage Profile and the PSHE & Citizenship assessment guidance.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines.

Circle Time is used to assess pupil's developing knowledge and note their views and the application of new skills.

Assessment of pupil's attitude balances respect for their views with the need to promote the values of the school.

Assessments from other subjects are used to inform progression in PSHE

Teaching Strategies and Methodologies

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children.

The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

The use of role play and drama activities will ensure equality of access to a diverse range of language and literature and enable children to understand

- the diversity of human experience and understand more about themselves as individuals and members of society.
- Challenge stereotypical views and understand that all economic development takes place within a global context.
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.