



Personal, Social, Health and Economic Policy

Date of policy:	July 2014
Date last review adopted by governing body:	09/03/2017
Frequency of review:	3 years

1. Introduction

This policy has been written to ensure we are meeting the requirements of National Curriculum 2013, which includes a non-statutory framework for Personal, Social, Health and Economic Education (PSHE) and EYFS Personal, Social and Emotional development.

The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education.

As section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- 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'*

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities.

This policy links closely with school policies on:

- Drugs Education
- Sex and Relationships Education
- Science
- Collective Worship
- Behaviour
- Bullying
- Equal Opportunities
- Confidentiality Policy
- Internet Access
- Prevent action plan

2. Our school values

Following input from all stakeholders, the school has decided on these five core values which underpin everything we do as a school.

- Honesty
- Independence

- Politeness
- Inclusivity
- Perseverance

3. What is PSHE?

Personal, Social, Health and Economic Education (PSHE education) is defined as:

'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world.

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development, but is a curriculum subject in its own right. (PSHE Association)

4. Curriculum content

Our PSHE curriculum will be delivered through three core themes as outlined in the new Programme of Study written by the PSHE Association.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In planning our curriculum we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

Core theme 1: Health and Wellbeing

Pupils will be taught:

- what is meant by a healthy lifestyle
- how to maintain physical 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, such as 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.

Core theme 2: Relationships

Pupils should be taught:

- 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 bullying
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

Pupils should focus on ‘economic wellbeing and being a responsible citizen’ and be taught:

- 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

5. The Early Years Foundation Stage

We teach PSHE as an integral part of the work covered during the year. Our teaching of PSHE matches the aim of developing a children’s personal emotional and social development as set out in the Early Learning Goals.

6. Delivery of curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. Parish Council , Road Safety office, School nurse etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There will also be opportunities during collective worship e.g. stories and discussion.. The whole school ethos promotes our work in PSHE, as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE curriculum will be linked to our work maintaining our National Healthy Schools status. The elected school council are actively involved in promoting PSHE issues.

7. Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Individual achievements are acknowledged in various ways e.g stickers, whole school behavioural scheme, the Head teacher's Achiever's board. Year 1 and 2 teachers complete termly monitoring sheets showing coverage of the PSHE curriculum and pupil attainment. General comments about PSHE and Citizenship will be included in annual reports to parents, and children will write their own comments about how they have done.

8. Monitoring and evaluation

It is the responsibility of the PSHE co-ordinator to monitor the PSHE curriculum and teaching of staff and learning of pupils.

9. Equal opportunities

Provision for PSHE and Citizenship is in line with all of our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Equality Statement

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping."

10. SEND

Through our assessment procedures we aim to identify children with additional needs to enable all children to achieve their full potential. Those children who are experiencing difficulties are given extra support as outlined in their One Plans and Class provision maps. This is monitored by the Class teacher and SENCO. We provide learning opportunities that are matched to the needs of the children in line with our SEND and Inclusion policies. Teachers will ensure that they match work to differing levels of ability and development, supporting those who need to make progress in smaller steps. Intervention support programmes are run to scaffold the learning of the children making less than expected progress.

11. Parental and community involvement

Parents are invited to join in events in school, including special assemblies, cooking sessions and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter.

Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement.

Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

12. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.