

WARDEN HILL PRIMARY SCHOOL P.S.H.E.Policy

Member of staff responsible	P.S.H.E.Team
Governor responsible	
Sub-Committee responsible	Curriculum
Date agreed with staff	
Date discussed with pupils	TBA
Date agreed at Sub-Committee	
Date approved at Governing Body	NA
Frequency of policy review	2 years
Date next review due	

Document Version Control

Issue Number	Issue Date	Summary of changes
1	Spring 1997	Original Issue
1.1	Summer '02	Update of last policy
1.2	November 2011	SLG review of policy

Personal, Social, Health and Citizenship Education (PSHE) Policy

At Warden Hill Primary School we see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

1. Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined and responsible members of society;
- 1.4. be positive and active members of a democratic society;
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle;
- 1.7. be aware of safety issues and manage risk in their own lives.

2. Curriculum organisation

2.1 Every class has a timetabled session PSHE every week. This lesson will follow the planned whole school scheme of work based on the Cambridge Scheme of Work (see Appendix 1) and the use of applicable SEAL resources. Through this scheme of work, we cover the National Curriculum guidance for PSHE.

2.2 In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.

2.3 PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.

2.4 Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

3. Teaching and learning strategies

A range of teaching and learning strategies is used:

- 1.1. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 1.2. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 1.3. Visiting speakers such as health workers also contribute to the taught curriculum.
- 1.4. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- 1.5. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling; and by taking on roles of responsibility for themselves, for others and for the school.

4. Resources

The use of the Cambridgeshire scheme of work is embedded on planning, the file is available in the work room. SEAL resources and other reference material are available.

5. Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

6. Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our weekly newsletters and termly class meetings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community.

7. Assessment, reporting and recording

7.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

7.2 Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their work and performance, measured against the specific learning objectives set out in the PSHE scheme of work. .

7.3 The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7.4 For the school's policy on assessment, please refer to that document.

7.5 Teachers are responsible for assessing children's progress in taught areas of PSHCE and then report to coordinator.

8. Subject review and monitoring

The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

9. Links with other policies

Given the complexity of this curriculum area, policies and guidelines will be written in a modular structure with this 'over-arching' PSHCE policy, being supported by a range of documentation for specific aspects, for example:

- Behaviour
- Bullying
- Collective worship and assemblies
- Sex and relationship education
- Drugs education
- Equal opportunities
- Child protection
- Healthy lifestyle, including diet
- Others as appropriate

Date:

Policy to be reviewed: