

ALL SAINTS' C.E. PRIMARY SCHOOL, ALREWAS

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY



'Believe to Achieve'

Mission Statement

'To provide quality education for our children in a happy, secure Christian environment, encouraging pupils to achieve their potential academically, spiritually and socially.'

General Principles and Philosophy.

PSHE is concerned with all aspects of educational and social life.

It seeks to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.
- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- provide opportunities for children to learn and achieve their full potential.

Aims.

The aims of PSHE are encompassed in the overall aim of the school to provide:

' a high quality education for all our pupils. Working in partnership with parents, we aim to develop a happy, secure and stimulating learning environment which is sensitive to the needs of others and encourages everyone to strive to achieve their full potential.'

The following school aims relate particularly to PSHE:

- Have high expectations for all our pupils and encourage each individual child to achieve the highest standards consistent with their potential.
- Provide care and support for each other within a framework which values the contribution of each person and is responsive to the social, personal, spiritual and learning needs of all.
- Foster attitudes of personal responsibility and self-discipline, encouraging children to become independent and contributing members of society and to develop good relationships with others based on mutual respect, sensitivity, tolerance and Christian values.
- Foster an awareness of the needs of others and an understanding of the unique qualities of each individual, and a respect for the views and beliefs of others in our multi-cultural society.
- Develop the skills required to cope with change in our increasingly complex world.

Objectives.

The school's planned PSHE programme :

- Gives children the opportunity to achieve their physical, emotional and social potential.
- Helps them to have a better self-knowledge and to develop their self-esteem.
- Provides appropriate health related knowledge and helps children to develop the understanding and skills to use it.
- Promotes attitudes and behaviour which contribute to personal, family and community health.
- Promotes positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with values and with cultural and religious beliefs.
- Helps children to form and maintain worthwhile and fulfilling relationships based on a respect for themselves and others.
- Develop children's knowledge and understanding of their role and responsibilities as active citizens in a modern democracy.
- Equip children with the values, skills and knowledge to deal with difficult moral and social questions.
- Is in line with the non-statutory guidance on PSHE outlined in the revisions to the National Curriculum.

Appropriate Teaching Methods

Appropriate PSHE needs to be intentional and planned; it cannot be left to chance.

Planning for PSHE needs to show progression and development. PSHE involves children working individually and within groups and interacting with other children and adults. It builds on skills and knowledge with which the children are already equipped and which they gain both in and out of the school situation.

PSHE involves the psychological aspects of pupils' development; many of these are addressed in the school's Behaviour Policy.

PSHE requires a balanced range of teaching methods. Opportunities should be provided for the pupils to:

- make decisions
- assess evidence
- negotiate
- listen
- make and deal with relationships
- solve problems
- work independently and with confidence

While some PSHE work will involve direct teaching the use of audio-visual aids, visits and contributions from visitors, much of the work in PSHE will be based on the active involvement of pupils through circle time and may include games, simulations, case studies, role play, problem solving exercises, questionnaires, surveys, open-ended questions and group work of various kinds.

A Curriculum Framework for PSHE.

The PSHE curriculum should:

- develop children's ability to relate to others and work for the common good.
- enable children to respond positively to opportunities, challenges and responsibilities.
- help children to cope with change and adversity.

- equip children to make informed choices.
- help children to appreciate the relevance of their achievements to life and society.

Place of PSHE within the Curriculum.

PSHE reaches throughout the whole curriculum and crops up in all aspects of school life. Aspects of PSHE can be taught as stand alone issues; others can be introduced as part of broader topics within other curriculum area and can be delivered successfully within other subject areas provided that adequate planning is made.

All Saints' Scheme of Work for PSHE outlines how the various aspects of the curriculum will be delivered.

Cross Curricular Issues.

PSHE involves issues which are spiritual, religious, moral, cultural, emotional and physical.

Every aspect of the curriculum is associated with PSHE and it is therefore intrinsic in every lesson. Every child should have an equal opportunity to experience the curriculum.

Some specific issues can be dealt with in R.E., Circle Time, Science, Physical Education and Geography.

Some issues are also dealt with in whole school and class assemblies.

How Children Record their Work.

Formal recording of PSHE is not always appropriate. Pupils should be encouraged to respond in a variety of ways. Pupils may record their work through written, pictorial or digitally recorded means; through verbal interaction and group discussions; through use of computers to record and present work; through achievements in sports, school productions and presentations and activities out side school e.g. Scouts, Music, Swimming.

Staffing and resources.

All teachers are involved in delivering PSHE and are ultimately responsible for what happens within the classrooms. PSHE at our school is

the concern of all the people there who associate with the children, including, teachers, non-teaching staff, visiting staff, governors, parents, student teachers, health professionals, police officers, leisure and environmental health officers, other outside and voluntary agencies.

The Role of the Co-ordinator.

It is the responsibility of the PSHE Co-ordinator to:

- ensure that the aims of the policy are addressed
- that the other teaching and non-teaching staff are aware of the potential for the development of PSHE within the day-to-day life of the school
- ensure an adequate and appropriate level of resources to support the PSHE curriculum in school
- monitor informally the teaching and delivery of PSHE by talking to staff and children and looking at displays of work

Involvement of Parents.

We believe that much of the PSHE work in school will build upon and complement relationships and values that the children experience at home.

Because of the nature and wide reaching extent of PSHE all issues will be dealt with in a caring and sensitive manner, taking account any issues that might be difficult for particular children. In order to ensure such an approach, it will be very helpful if parents inform the school of any circumstances likely to affect the child, e.g. bereavement, changing relationships.

PSHE will also follow the guidelines set out in other policies particularly the school's Sex Education Policy, the Drug Policy, the Behaviour Policy, the Anti-Bullying Statement and the Special Educational Need Policy.

Reviewed February 2017