



Freshford Church of England Primary School

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

1. Rationale

PSHE education is a planned, developmental programme of learning through which children acquire the understanding, knowledge and skills they need to manage their lives both now and in the future. Through our enquiry based curriculum children develop skills and attitudes that will allow them to be resilient and to participate fully in and contribute positively to life in modern Britain. PSHE education develops the qualities and attributes children need to thrive as individuals, family members and play an active role as citizens. As a school we highlight the importance of physical activity and a healthy diet to help children foster and maintain a healthy and safe lifestyle.

PSHE education helps to reduce or remove many barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development. The policy also supports the children to make good behaviour choices and to learn how to manage their own safety. This supports the school's statutory responsibility to promote pupils' wellbeing. In addition, PSHE education is an essential learning tool to support pupils' safeguarding.

2. Context

The PSHE programme reflects the school's Christian ethos and aims, where each person is valued, encouraged, supported and challenged as an individual. The school sees positive relationships as fundamental and provides a safe and secure environment in which learning can take place.

All members of the school community are encouraged to:

- develop a balanced sense of self-worth and value
- show mutual respect and tolerance for others with different values, faiths and beliefs
- take responsibility for their own actions and their consequences
- learn from the views and ideas of others
- develop the skills necessary for positions of responsibility



3. Aims of the PSHE programme

PSHE education equips children with the knowledge, personal skills, qualities and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. This is a key role of the school's PSHE, P4C (Philosophy for Children) and Religious Education programmes. Through these combined programmes children have the opportunity not only to reflect on and clarify their own values and attitudes, but to explore the complex and sometimes conflicting ranges of values and attitudes they are likely to encounter now and in the future.

Children's personal development is facilitated by helping them to :

- develop confidence, self-esteem, independence and resilience
- learn to identify risk and make informed decisions and choices
- recognise, accept and develop their own identities
- understand and accommodate differences and cope with change
- learn how to deal with their emotions and be able to empathise with others, communicate more effectively and work as part of a team.

These skills provide the bedrock upon which children can, in the future, continue to build as they make the transition to secondary and tertiary education and then into the world of work where they can play an active role as responsible and thoughtful citizens.

4. Links to other policies

The PSHE policy should be read alongside the schools policies on:

- Anti bullying
- Sex and Relationship Education
- Single Equality Scheme
- Promotion of Fundamental British Values
- Safeguarding and Child Protection
- Online safety

5. The PSHE curriculum

5.1 PSHE is delivered across the whole school and it includes:

- discrete teaching
- assemblies
- teaching PSHE through other subjects, such as Philosophy for Children (P4C), Play Project, science, drama, PE and RE
- learning through PSHE activities and school events
learning through Collective Worship



- learning through pastoral care and guidance including P4C and story time.

5.2 The content of the PSHE curriculum programme covers the following themes:

- Personal, social and health education
- Hygiene – handwashing and teeth cleaning (school nursing team visits)
- Drugs awareness
- healthy eating, through science and cooking
- promoting well-being and physical activity – diverse PE sessions, sports competitions, swimming, cross country, Pocock Challenge Cup, weights and measures by school nursing team
- emotional and health well-being
- child protection through NSPCC assemblies and workshops and HT assemblies, including anti-bullying and PANTS
- promoting British values – RE, assemblies, P4C thinking ‘Caring, Collaborative, Critical and Creative’
- economic well being – raising money for chosen charities, Trading Trainers Oxfam game
- staying safe and child protection
- animal care (guinea pigs)

5.3 The range of teaching strategies used to teach PSHE include the following:

- active learning
- enquiry and discussion activities in which all learners participate
- discussion forums
- listening to and responding to visitors
- recording through a variety of mediums
- Primary mental health support pack
- Play Project
- P4C ‘Communities of enquiry’

6. Approaches used in teaching

Teaching will be approached through:

- a partnership between school and parents
- an active participation by the children in their own learning that is relevant to their knowledge and understanding
- challenges for children that are well structured and have appropriate developmental progression
- children having opportunities to think critically, be reflective, work collaboratively and develop positive relationships
- providing regular feedback to the children

7. Involvement of outside Agencies



A number of organisations and visitors such as the school nursing team, police, and parents with links to the world of work are invited into school to support the PSHE curriculum. Teachers are responsible for the organisation and overseeing of these visits to ensure that they are appropriate to the age of the children and support the teaching of the particular area that is being studied.

8. Assessment

The teacher undertakes assessment of the children's learning and adjusts the teaching to suit the needs of the class and individuals within it.

9. Monitoring and Evaluation

The quality and effectiveness of the teaching PSHE is assessed by the class teachers and the headteacher. Feedback is provided directly to any outside providers.

10. Equality of opportunities

PSHE is taught as appropriate to age, gender, ability and readiness of the children to ensure that all pupils can fully access the curriculum. Resources may be differentiated for children with additional needs to ensure they have full access to the content of this curriculum.

11. Children with special education needs

Teaching and resources will be differentiated as appropriate to meet the needs of children with special needs so that they have full access to the content of PSHE.

12. Review of the policy

tbc

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