



# St Swithun's CE Primary School Personal, Social & Health Education (PSHE) Policy (including Citizenship)

*Inspiring learning, nurturing aspiration*

## **Rationale**

The main purposes of this policy are to:

- establish an entitlement for all pupils;
- establish expectations for teachers in this subject;
- promote continuity and progression across the school;
- explain the school's approaches to PSHE in order to promote understanding of our curriculum.

## **Introduction**

### **The Importance of Personal, Social & Health Education to the Curriculum**

Personal, social and health education (PSHE) makes an important contribution to pupils becoming effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

## **British Values**

Every class must create and reinforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (see Appendix for further details).

## **The Aims of Personal, Social & Health Education & How These Contribute to the School's Vision**

Through PSHE, the school aims to:

- promote a positive sense of self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences / emotions / difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;

- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

## Citizenship

The incorporation of citizenship in PSHE allows for an integrated approach to the major themes of citizenship. These are: Rules, Conflict, Communities, Making Choices and Responsibility.

Examples are:

What is expected of me in the family, school and the wider world?

What do I need to know about the systems in place for the running of that world?

## Sex & Relationship Education (SRE)

SRE is seen as the responsibility of parents as well as the school staff. It is taught as part of the PSHE programme. The importance of stable, loving relationships and moral responsibility are key.

Questions to be considered are:

What should be in an SRE programme in terms of:

- the skills pupils need;
- what pupils need to know and understand;
- the values and attitudes that are important to us as a school;
- the other agencies/adults who will be included.

## Strategy for Implementation

Teaching & Learning

Teaching and learning styles: Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

## The Curriculum

St Swithun's uses the JIGSAW programme for PSHE across the whole school and this programme shows what, where and how each area of the personal, social and health education curriculum is covered. Built into this programme time is allowed for dealing with

issues and matters that arise in the course of discussion and from the pupils' work and experiences. This enables the pupils' immediate concerns to be listened to and resolved.

### **Assessment & Recording**

Teachers assess the pupils' responses to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, teaching assistants (TAs), lunchtime supervisors and administrative staff are responsible for informing teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the PSHE leader to identify pupils' progress which is well above or below that which is expected.

### **Healthy Schools Award Scheme**

This is an on-going initiative. The aim is to assess the health of the whole child and the whole school within the context of the wider community.

### **Inclusion**

PSHE positively supports the school's policy for inclusion. All pupils and staff participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

Parents / Carers have the right to withdraw their children from Sex and Relationship education where it is not a part of the science curriculum.

### **Organisation**

PSHE themes are covered in subjects across the curriculum, in collective worship themes, and in dedicated PSHE time. PSHE activities with the class teacher are supplemented by contributions from visitors such as the school nurse, police and theatre groups.

### **The Learning Environment**

The classroom is the best place for most PSHE lessons, although other areas such as the apple classroom or other outside areas can be considered too.

It is expected that the pupils' work in PSHE is celebrated and displayed in the same way as their work in writing, maths or any other area of the curriculum. Nevertheless, part of PSHE is the pupils' contribution to the whole-school environment, inside and outside. Responsibility for, and pride in, the whole-school site is important.

### **The Contribution of PSHE to other Aspects of the Curriculum**

PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE. Literature, history, physical education and science are the obvious ones. On the other hand, PSHE provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

### **Leadership & Management**

The PSHE subject leader has the responsibility for taking the lead in developing PSHE across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources.

This Policy should be read in conjunction with the school's Child Protection and Safeguarding Policy and other related policies.

### **How the Subject is Monitored & Evaluated**

All teachers are responsible for monitoring the pupils' progress and the quality of PSHE provided but the subject leader, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year.