



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

Aims:

With regard to PSHEE, we aim to provide pupils with the knowledge, understanding, attitudes, values and skills that they need in order to reach their full potential in life. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils are encouraged to reflect on their experiences and understand how they are developing personally and socially and to look at the important part they will play within their family and community in the future. Pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning Outcomes:

The PSHEE programme will support the development of the skills, attitudes, values and patterns of behaviour which enable pupils to

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Develop mutual respect and tolerance of others who are different
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society and British Values
- Become healthy and fulfilled individuals
- Understand economic influences on our life choices and opportunities

Organisation:

PSHEE supports the whole school ethos at Alexandra Primary School. It is delivered via many different channels of learning.

Much content is planned but much happens during the days and weeks of a school year as we function together as a school community-learning and teaching in this area is happening all the time.

Regular planned and ad hoc discussion within classrooms, assemblies, year groups takes place throughout the year.
Planned Circle Time.

In the way we talk to children and deal with any incidents during the day.

In our management of playtimes and the playground.

Via science and PE lessons where healthy lifestyle is developed.

Via topic work and maths when we discuss how we need to work hard to earn a living and how we can influence our own success economically.

Elected representatives of each year group attend a school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

The council is actively involved in developing whole school understanding of key PSHEE areas, for example healthy eating, community involvement, anti-bullying and looking after the environment. Task forces involving children through both Key Stages are set up who run projects in these areas

Whole school rules and awards are devised with the children to develop an awareness of the importance of simple rules that a community agrees together to create peace and harmony alongside equality. This develops children's moral code and sense of community.

A Friendship/Anti-Bullying Week takes place each year to raise awareness of the issues around bullying and support children in developing the skills to recognise bullying if they see it, and what steps they should take to seek help to deal with it.

Within the class:

We use a Scheme of work as a core part of the PSHEE curriculum.

Each class has a timetabled session for PSHEE in addition to circle time which is used to explore any classroom issues and difficulties that may have arisen.

Drugs education, SRE (Sex and Relationship Education), financial capability, the promotion of British values as well as Anti-Bullying are also included in this scheme of work.

PSHEE is also taught through cross-curricular links and, where possible, the residential experiences provided for children in Year 5 and 6 make an important contribution to the pupils' personal, social, emotional and citizenship development.

In the Early Years, PSED is taught and promoted through an enabling environment underpinned by the EYFS Development Matters

Teaching through and in other subjects/curriculum areas:

Provision for some aspects of PSHEE are made through other subjects including

- ❑ English: emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information;
- ❑ Maths: aspects of financial capability; counting and sharing; data handling;
- ❑ Science: drugs (including medicines); sex; health; safety and the environment; ethical issues;
- ❑ Design and Technology: Cooking and nutrition, health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology; sustainable development;
- ❑ ICT: communicating with others via e-mail; cyber-bullying; finding information on the internet and checking its relevance, how to keep safe online;
- ❑ History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- ❑ Geography: topical issues concerning environment, sustainable development, land use; study of children' own locality and places in different parts of the world, including less economically developed countries;
- ❑ Art and design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- ❑ Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- ❑ PE: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- ❑ RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

Methods of approach:

A variety of teaching and learning strategies are used to deliver PSHEE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHEE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection

- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

Use of visitors and wider school community:

Where appropriate, the school nurse or other visitors will be used. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective will reflect and be responsive to the needs of the wider community.

Assessment:

Assessment at Alexandra for PSHEE is on-going. Children's attainment is judged alongside the key objectives (outlined in planning). At the beginning of each topic an assessment for learning activity will take place in order to assess children's knowledge and understanding of the topic to enable next steps. During the topic and at the end children will be assessed through pupil discussion, observation and written work where progression will be noted.

Resources

Staff use a Scheme of work as well as SEAL materials and other PSHEE resources to meet the needs of the children and to plan lessons. The school has a range of books dealing with aspects of PSHEE including bereavement, anti-bullying, healthy food and making the correct choices. We also have empathy dolls; school council posters, parachute games and all of the resources from the SEAL packs.

Monitoring and Evaluation

The PSHEE co-ordinator will monitor the delivery of the programme through observation and discussion with teaching staff to ensure a consistent and coherent curriculum provision which is then reported to the Head Teacher. Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience
- assessment of pupil learning objectives/outcomes
- PASS survey

Links with other policies

We recognise the clear link between PSHEE and the policies within the Safeguarding Manual and Curriculum plans.

Training and support for staff:

Training and support for teaching and understanding PSHEE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Next review due: Autumn 2017