

Willerby Carr Lane

Primary School



PSHE Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
Date approved	1 October 2020
Effective date	2 October 2020
Next review date	Autumn 2022
Version Control	The most up to date version of this document is held on the school's intranet

Context

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

Department for Education 2019

Introduction

At Carr Lane we place our children’s emotional, spiritual, moral, social and cultural development at the heart of our school’s curriculum, ethos and culture. We recognise that we have responsibility to help children meet the various challenges of life. We will do this by helping them to understand and value themselves and be optimistic about the future of life’s possibilities. We aim to develop the positive self-esteem and confidence of all our pupils and encourage them to take increasing control of and responsibility for their lives, and play an active part in their communities. We will also help them to understand the characteristics of good physical health and mental wellbeing. Personal, social, health and economic (PSHE) education encompasses all of these aspects and will help all pupils develop the skills and understanding they need to live confident, healthy and independent lives. We endorse the reality that confidence, self-esteem and mental wellbeing are central to educational achievement.

Aims and Purpose

The aim for PSHE education is to provide pupils with:

- *accurate, balanced and relevant knowledge*
- *opportunities to turn that knowledge into personal understanding*
- *opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities*
- *the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives*
- *opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy*

PSHE Association 2017.

These aims will then enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

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

As a school we aim to:

- reduce the chances that our pupils' learning will be interrupted or impaired e.g. through a fear of bullying
- produce positive, independent flexible learners who can participate actively in our school and the wider community
- improve our pupils' ability to reflect and become responsible for their own lives and learning
- increase our pupils' involvement in decision-making within our school
- increase our pupils' emotional and mental wellbeing

Organisation

PSHE is delivered both through discrete timetabling and through the cross-curriculum topics. The PSHE lessons follow the Jigsaw Scheme of work. The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level. The Puzzles are sequential and developmental throughout each academic year.

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each of these lessons also contributes to the Fundamental British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- respect for cultural diversity

SMSC (spiritual, moral, social and cultural development) is mapped across each Puzzle and across each year group to ensure balanced coverage.

The majority of the PSHE lessons are taught by:

- Foundation Stage – class teachers
- Key Stage 1 – Mrs Thompson
- Key Stage 2 – Mrs Marsden

However, class teachers and teaching assistants also deliver aspects of the PSHE curriculum during the week e.g. in circle time and class assemblies.

The Jigsaw scheme of work will be adapted as necessary to meet the specific needs of each class and the children within it. The Jigsaw Scheme of work also includes RSE (Relationships and Sex Education). More information about these can be found in the school's RSE policy.

PSHE will also be addressed on a regular 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.

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

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.

Resources

The school follows the Jigsaw scheme of work. All of the lesson plans and resources are saved in the shared area. Online resources to support the lessons can be found on the Community Area of the Jigsaw website.

Additional PSHE resources are available in the Resources room. Further resources and support are available from the PSHE co-ordinator (Mrs Holdstock).

Teaching and learning strategies

A range of teaching and learning strategies should be used in planning and delivering lessons, including:

- Active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- Visiting speakers such as the PCSOs and health workers, including the school nurse.

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.

Monitoring and evaluating

Class teachers and support staff delivering the PSHE will be responsible for monitoring the standards of the children's work. This will then be discussed with the PSHE Co-ordinator (Mrs Holdstock) who will then also monitor the work throughout the year. The PSHE Co-ordinator, along with the Head Teacher, will regularly evaluate the effectiveness of the PSHE within the school, looking at strengths and weaknesses in the subject and indicating areas for further improvement.

Inclusion

We ensure that all our children have the opportunity to partake in all aspects of PSHE regardless of gender, race, class or physical or intellectual ability. We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.