



## Policy for Personal, Social, Health and Education (P.S.H.E.)

**Aims** We aim to give our pupils the knowledge, skills and understanding they need to enable them to lead confident, healthy, independent lives and become informed active citizens by developing the whole person (spiritual, moral, cultural, emotional, intellectual and physical). Our children should feel valued for what they are and be aware of their worth to others.

A Clearly defined, consistent approach to PSHE will help our school fulfil the NC requirements and our aims.

### **Policy statement**

- We will deliver P.S.H.E. using a whole school approach, in order to provide stimulating and challenging learning activities that engage the pupils, developing their knowledge, skills and understanding and providing opportunities for active participation in the life of the school and the wider community.
- We will promote appropriate and acceptable behaviour in public and private situations.
- Our scheme of work for P.S.H.E. builds on the Foundation Stage Profile and has been developed in line with the National Curriculum for P.S.H.E. and Doncaster's Healthy Schools Programme Guidance.
- The delivery of our P.S.H.E. provision will be through a variety of activities including assemblies and community involvement.
- Our P.S.H.E. provision will promote individual pupil targets, a range of Key Skills and independent learning strategies e.g. THRIVE, circle time and thinking skills.
- The class teacher will deliver P.S.H.E. and where appropriate we will use the support of visitors from external agencies to

complement and enhance the breadth of opportunities available within our P.S.H.E. provision.

- The inclusion team will provide an hour per week of 'Solution Circle Time' to all Key Stage 2 pupils.

All school staff, (teachers, learning support assistants, midday supervisors, etc.) are made aware that they are role models of behaviour expectations and positive attitudes, which support the ethos of our school and therefore of our P.S.H.E. provision.

We will strive to create an atmosphere in school in which discussion of sensitive issues can take place openly without fear or embarrassment and address any issues arising from such discussions as directed by our school's **Confidentiality policy**.

We will warn students of the dangers of an unhealthy lifestyle and promote informed decision-making about the way they choose to live.  
**Healthy eating** See separate policy.

**Drug Education** will be delivered through our Scheme of Work, in line with the National Curriculum for Science and for P.S.H.E. and Citizenship at Key stages 1 & 2, DfES drugs education guidance and Doncaster's Healthy Schools Programme Guidance. We use the DfES definition of drugs:

"Drugs are those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs and illegal drugs such as cannabis, ecstasy, heroin, crack / cocaine and LSD."

**Managing drug-related incidents.** There is a separate policy for the management of drug related incidents.

**Sex and Relationship Education (SRE)** will be delivered through our Scheme of Work, in line with the National Curriculum for Science and for P.S.H.E. at Key stages 1 & 2, DfES sex and relationship education guidance and Doncaster's Healthy Schools Programme Guidance. **See Separate policy for Sex and Relationship Education.**

**DfES** definition of sex and relationship education is that it is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Parents have the right to withdraw their children from all or part of sex and relationship education provided at school, except for those parts included in the statutory National Curriculum.

**British Values** will be delivered through our Scheme of Work, informed by the National Curriculum for P.S.H.E. at Key stages 1 & 2.

#### Curriculum Links:

Many aspects of PSHE can be taught through other curriculum areas.

**English:** the use of stories that illustrate emotions and dilemmas.

Speaking and listening objectives can also be fulfilled through the use of discussions related to PSHCE issues.

**Maths:** aspects of financial capability, counting and sharing.

**Science:** health issues, smoking, drugs, sex education, healthy eating and personal safety.

**Design and Technology:** considering the needs of others when designing and making, working co-operatively.

**ICT:** communicating via e-mail, finding information on the Internet.

**History:** considering bias in historical sources, the reasons for and the impact of historical events.

**Geography:** environmental issues, sustainable development, land use, the needs and wants of different groups.

**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:** issues of cultural diversity and their value.

**PE:** health and safety, development of personal and social skills through individual and team games, an understanding of a healthy lifestyle.

**RE:** the diversity of religious and moral beliefs and the underpinning values of these. How such values influence personal and social relationships and individual choices.

PSHE will be addressed through whole school events such as reward assemblies, fundraising events, Enterprise Week, Buddy Learning, community links, school visitors and by giving children the responsibility of younger children or areas around school.

### **Monitoring and evaluation**

The policy will be monitored by the subject co-ordinator to ensure it is up to date, relevant and meeting the needs of our children. It is the co-ordinator's responsibility to offer professional support to colleagues and to ensure the PSHE curriculum is balanced, effective and demonstrates progression. It will be monitored by:

Informal evaluations of pupil development with staff, children, parents and governors.

Monitoring of planning, resources, children's work, teaching and learning.

### **Teaching and Learning**

Discussion, role play, group work, individual work, circle time, use of audio-visual aids, achievable target setting, use of a range of resources, visits out of school, visitors, assemblies, real life situations and residential experiences all have a part to play in the way PSHE is taught at our school.

### **Answering difficult questions**

Responses to individual pupils' questions is given sensitively and with consideration made to their age and level of understanding.

### **Assessment**

Class teachers will be responsible for the monitoring and assessment of their pupils' progression in PSHE. Assessment will focus on the knowledge, skills and understanding in the National Curriculum.

### **Record Keeping**

This is done in accordance with the schools record keeping systems.

### **Links with other policies**

See: Child Protection, Inclusion, Equal Opportunities, Racial Equality, Behaviour, Healthy Eating, Confidentiality, Sex and Relationships, Drug Policy.

### **Use of visitors**

It is important that all visitors follow procedures set out in the Healthy Schools guide for working with external agencies.