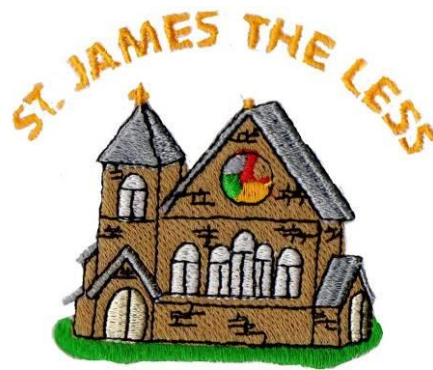
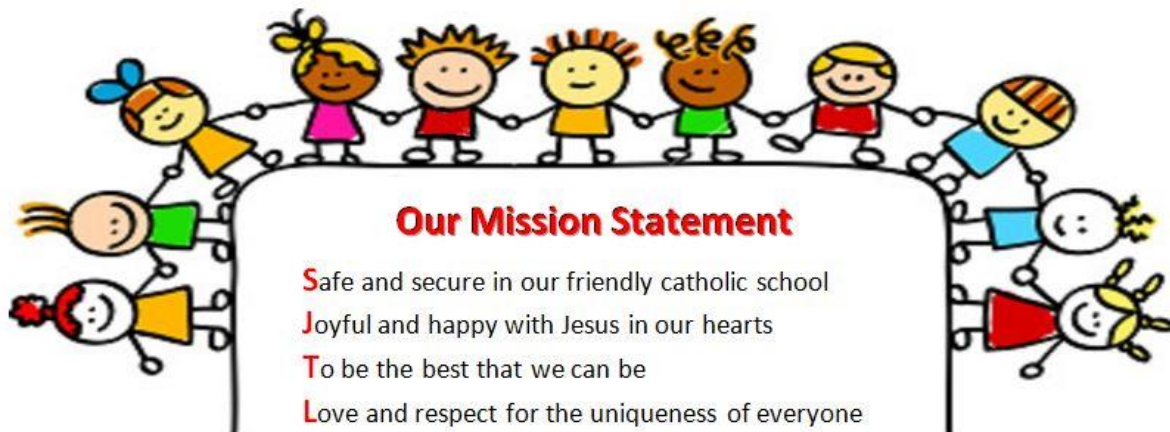


St James the Less RC Primary School



Personal, Social and Health Education (PSHE) Policy

Updated Autumn 2020



This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014, which requires that provision is made for Personal, Social and Health Education (PSHE).

The Catholic ethos of the school supports PSHE through an understanding and an appreciation of what it means to be a positive and involved member of the community.

This policy links closely with school policies on:

- Personal Safety
- Drugs Education
- Relationships and Sex Education
- Science
- Collective Worship
- Behaviour
- Bullying
- Equal Opportunities
- Confidentiality Policy
- RE

1 Aims and objectives

1.1 Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

- 1.2 The five British Values, which include the rule of law, democracy, individual liberty, tolerance of other faiths and beliefs and mutual respect, underpin everything that we do at St James the Less. We help children to become positive citizens and we teach them the importance of these values in our society.
- 1.3 Pupils learn how to be an active member of our diverse society in a variety of ways. Pupils are taught the importance of diversity through PSHE and where possible other subjects such as History, RE and English.
- 1.4 The aims of personal, social and health education are to enable the children to:
- know and understand what constitutes a healthy lifestyle;
 - be aware of safety issues;
 - understand what makes for good relationships with others;
 - have respect for others;
 - be independent and responsible members of the school community;
 - promote the five British Values
 - be positive and active members of a democratic society;
 - develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
 - develop good relationships with other members of the school and the wider community.
 - be a positive and active member of a diverse society

2 Teaching and learning style

- 2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.
- 2.2 PSHE units can be taught discreetly or within other subject areas.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

- 2.3 We have theme weeks throughout the year where we will teach different aspects of the PSHE curriculum.
- 2.4 The School Council impacts heavily on school life.

3 PSHE Curriculum Planning

- 3.1 Our school uses the PSHE Association as the basis for its curriculum planning.
- 3.2 Each half term, PSHE units are included in topic plans and wherever possible they are linked to the overall theme.
- 3.3 We teach PSHE in a variety of ways. These include circle time, role play, discussion etc. It can be taught as a discrete subject but there are opportunities to link units with other subjects such as Science, History, Geography and RE. PSHE also strongly overlaps with the Catholic ethos at St James the Less and so there are strong links between the two curriculum subjects.

4 Foundation Stage

- 4.1 We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

5 Teaching PSHE to children with special needs

- 5.1 We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, we take into account the targets set for the children in their Individual Education Plans (IEPs).
- 5.2 Teachers are sensitive to the individual experiences, backgrounds and needs of pupils and will differentiate accordingly. This includes selecting appropriate resources and materials.

6 Assessment and recording

- 6.1 Teachers assess the children's understanding of PSHE against the learning objectives from the PSHE Association scheme of work.
- 6.2 Foundation Stage pupils are assessed in line with the Foundation Curriculum.

7.0 Resources

- 7.1 We use a range of resources to teach PSHE units. We use books and other resources to help deliver our lessons in creative ways.
- 7.2 Resources do not reflect cultural or gender stereotypes and are sensitive to the needs and backgrounds of the children.

8 - Monitoring

- 8.1 The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching in conjunction with SLT. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- 8.2 When appropriate, staff will attend courses etc. to keep up-to-date with developments. The PSHE leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.