

Burton Leonard Church of England (VC) Primary School



Personal Social Health and Economic Education (PSHE) Policy

2022-2025

Inspire, Believe, Respect, Achieve – Together We Shine

A place where everyone matters and we happily flourish in our Christian community

Intent

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We aim to encourage our pupils to play a positive role in contributing to the life of the school and the wider community and in so doing intend to help develop their sense of self-worth. We intend to teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Council. We teach children both about their rights and about their responsibilities. Our intent is that they learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- know and understand 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 a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues;
- develop good relationships with other members of the community.
- to gain a financial and economic awareness

Implementation

Teaching and learning style

We use a range of teaching and learning styles and emphasise active learning by including the children in discussions, investigations and problem-solving activities. We

encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, or involvement in helping other individuals or groups less fortunate than themselves. We organize classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We teach PSHE in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach this as a discrete subject. On other occasions we introduce PSHE topics through teaching other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and up keep of local parks and cycle paths.

We also develop PSHE through various activities and whole-school events, for example the School Council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to East Barnby where there is a particular focus on developing pupils' self-esteem, and give them opportunities to develop leadership skills and positive group work.

The Early Years Foundation Stage

We teach personal, social and emotional development in EYFS as an integral part of our learning through play and work. 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 develops a child's personal, emotional and social development as set out in the ELGs.

Inclusion

At our school we teach PSHE to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Assessment

Children demonstrate their ability in PSHE in a variety of different ways. Teachers will assess children by making informal judgements during discrete lessons. On completion of a task, the teacher assesses the pupils and uses this information to plan for future learning. Through respectful discussion, feedback is given to the child to help guide progress.

Impact

Through our well-developed sequences of learning all children understand the importance of PSHE, enjoy learning and can see the effects it can have on life in and out of school; this is evident through pupil voice monitoring. By teaching pupils all about positive relationships, how to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. PSHE enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in PSHE. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for PSHE in the school. The subject leader evaluates strengths and weaknesses in PSHE, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe teaching.

Subject leader: Mrs Amanda Townson

Adopted Spring 2022

Next review Spring 2025

Amanda Townson

