**ST ANDREW’S METHODIST PRIMARY SCHOOL**



**Personal, Social & Health Education Policy**

Reviewed: May 2017

Headteacher Date:

Chair of Governing Board Date:

Date of Next Review: June 2019

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

# St Andrew’s Methodist Primary School

# P.S.H.E. Policy

(See also Behaviour and Discipline; Safeguarding; Religious Education; British Values Online Safety & Sex and Relationship Education)

## 1 Aims and Objectives

1.1 We believe that education in PSHE enables children to become healthier, more independent and more responsible members of society.

 At St Andrew’s, 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 to develop their sense of self-worth. We 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 about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

1.2 Our objectives in the teaching of PSHE are for all of our children to:

* Know and understand what is meant by a healthy lifestyle(physical & mental);
* Understand how to keep themselves safe;
* Make informed choices regarding personal and social issues;
* Manage risks to physical and emotional health and wellbeing
* to understand what makes for healthy relationships with others;
* Have respect for others;
* Be thoughtful and responsible members of their community and their school;
* Become active members of our democratic society;
* Develop self-confidence and self-esteem;
* Develop good relationships with other members of the community.

The PSHE curriculum also promotes the values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## 2 Teaching and Learning Style

2.1

 We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We 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, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise 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, fire service and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## 3 PSHE Curriculum Planning

3.1 We teach PSHE in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects.

 Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons.

3.2 We also develop PSHE through various activities and whole-school events, e.g. the school council meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to Lledr Hall, where there is a particular focus on developing pupils’ self-esteem, and giving them opportunities to develop leadership skills and positive group work.

## 4 The Foundation Stage

4.1 We teach PSHE in Nursery & Reception classes as an integral part of their topic work. As the Nursery & Reception classes are part of the Early Years Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children’s work to the objectives set out in the Development Matters/Early Learning Outcomes, which underpin the curriculum planning for children aged three to five.

## 5 PSHE and Computing

5.1 Computing makes a contribution to the teaching of PSHE in that children studying computing learn to work together in a collaborative manner, they also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to online safety & mobile technology, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## 6 PSHE and inclusion

## 6.1 We teach PSHE to all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. (Equalities Act 2010)

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our pupils to ensure that all can fully access PSHE education provision.

 Our teachers provide learning opportunities matched to the individual needs of children. Intervention may lead to the creation of a Personalised Learning Plan (PLP). When teaching PSHE, teachers take into account the targets set for the children in their PLP's, some targets may be directly related to PSHE.

6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

## 7 Assessment for learning

7.1 Our teachers assess the children’s work in PSHE both by making informal judgements, as they observe them during lessons, and through assessments of the work done, gauging it against the specific learning objectives set out in the Programme of Study. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

7.2 We do not undertake formal assessments in PSHE. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

## 8 Resources

8.1 We keep resources for PSHE in a central area (the KS2 library), each class may also hold relevant resources. Our PSHE coordinator holds a selection of reference materials for teaching sensitive issues.

## 9 Monitoring and review

9.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

* Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
* Writes and reviews an action plan to the school improvement plan
* Gives the governors an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement
* Reviews evidence of the children’s work and to observe PSHE lessons across the school
* Attends and leads training

9.2 This policy will be reviewed bi-annually. The policy will next be reviewed in June 2019.