



Crockerne C of E Primary School



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| Name of Policy: | PSHE |
| Committee: | Curriculum, Standards and Staffing |
| Date Ratified: | |
| Next Review: | |
| Chair of Governors Signature: | |
| Headteacher Signature: | |

Basic Info

This policy covers our school's approach to teaching Personal, Social, Health Education throughout Crockerne C of E Primary school. It is to be used together with our Social, Moral, Cultural Education policy and our sex education policy and our Gem (learning dispositions) to build confidence and knowledge within our children to enable them to stay safe, be healthy and be a positive member of their local and wider community.

It was produced by the staff, Governors, Pupils and Parents of Crockerne C of E Primary School.

It will be reviewed every two years to reflect changes in legislation, educational thinking and curriculum changes.

How policy made available

Parents and carers will be informed about the policy through our newsletter and website where they can obtain a copy.

Overall School Aims and objectives

We want our children to be ... positive and proactive members of their local and world community, have a clear understanding of right and wrong, to understand what is safe and to have the confidence to find help if they feel unsafe, to make the correct choices to have a happy and healthy life.

Creating a safe and secure learning environment

We will create a safe and supportive learning environment by continuing to listen to our children; by giving them the confidence to know that we will act appropriately to their comments and opinions as they explore this learning. To use a range of teaching strategies and resources to give a depth of understanding of the concepts discussed.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by being able to talk to an adult they feel confident with, who will follow school policy (including safeguarding – confidentiality cannot be promised as we must put the pupils safety first) to get the appropriate action.

Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by continuing to be a fully inclusive school.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring all children understand and 'sign up to' the class and school 'Full value Contract' which is design with all the children's input.

What values will we promote?

Our programme promotes our British values of democracy, rule of law, individual liberty, mutual respect and tolerance of other races and religions. It will also promote our core Christian Values of respect, friendship, generosity, compassion, courage, trust, perseverance, truthfulness, thankfulness and love.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- know and understand...
- be able to say and do...
- understand they have a right to...
- understand they have a responsibility to...

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including circle time, check in and check out, talking partners, question boxes, video, books, visitors. We will ensure learning starts from where pupils are by seeking to understand pupils' prior knowledge, by continuing our practice of knowledge harvest (finding out what they know) either through discussion or mind mapping on paper.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting clear ground rules at the start of each session.

We will ensure cross-curricular learning by using our PSHE/SMSC/Christian Values/British Values/SEAL overview sheet which tie into our thematic 'Big Questions.'

What topics will be covered and (broadly) when?

We will be using the PSHE association draft medium term plans for Health and Wellbeing, Living in a Wider World and Relationships. These are linked closely to the other areas which can be seen in the attached PSHE/SMSC/Christian Values/British Values/SEAL overview sheet which tie into our thematic 'Big Questions.'

How will we assess this learning?

We will assess pupils' learning through discussion and feedback matching learning to the objective of each session. At the end of a unit the children may use a variety of methods to show their new learning for the teacher to assess.

How will we involve and consult pupils?

The school council will be consulted as to how we adapt the programme.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points through our detailed knowledge of the children and through discussion of prior learning.

We will ensure that pupils with special educational needs receive access to PSHE education through our thorough knowledge of their needs and use of support staff who work closely with our children.

How will parents and carers be involved?

We are committed to working with parents and carers. Our curriculum offer including PSHE is published on our website, in our newsletter and in our theme overviews.

We will communicate to parents about their right to withdraw their children through our newsletter.

How will we ensure that our equalities obligations are fulfilled?

We will ensure equality by continuing to be a fully inclusive school.

We will assess the needs of different pupils by using the initial assessment session to seek the children's prior learning and knowledge.

We will review this policy every 2 years or in light of new legislation, educational thinking or curriculum review.

How will the PSHE education policy link to other school policies and other subjects on the curriculum?

This policy supports/complements the following policies; SMSC, British Values guidelines, RE.

Learning in PSHE classes will link to/complement learning in our themes.

How will pupils' questions be answered?

Pupils' questions will be answered by teachers and teaching assistants in a honest and open manner without opinion or bias.

We will allow pupils to raise anonymous questions by using a question box the children can access – children can name these if they would like and staff can then approach them directly.

The use of visitors to the classroom

We will use external contributors for example school nurse to support Health and Wellbeing.

We will ensure external contributors' input is part of a planned programme which it enhances by ensuring they are aware of the learning objective and outcomes.

All visitors are linked to our safeguarding policy for visitor/ volunteers in school.

What is our policy on confidentiality?

All stakeholders and visitors are bound by the schools confidentiality and safeguarding policies

Timetabling PSHE education

PSHE education is most effectively taught through a 'spiral programme'. This simply means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened.