



PSHE Policy

**This policy has been approved
by the Governing Body**

Pearl Hyde Community Primary School PSHE Policy

Personal, social, health and economic (PSHE) education and Sex and relationship education (SRE - see Relationship and Growing Up policy), are an important and necessary part of all pupils' education.

(Department for Education)

Introduction:

This policy has been shared and approved by the teaching staff and school Governors.

At Pearl Hyde, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the SRE Policy for further details of how we meet this responsibility.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:



Aims:

PSHE education at Pearl Hyde aims:

We are aware of the way that PSHE supports many of the principles of safeguarding (see Safeguarding Policy).

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Content:

Early Years Foundation Stage -

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting.

Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2 -

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our values if class teachers deem these to be relevant.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. Emotional Literacy materials and themes may be incorporated into the curriculum. References for materials relevant to the value focus are given on the PSHE curriculum.

Planning:

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in phases.

They acknowledge the importance of personalised learning and the need to plan for individualised needs within a class. This is achieved by:

- setting individual targets based on the assessment approach;
- setting different tasks within sessions;
- using resources appropriate to each individual.

Implementation:

PSHE will be delivered by the class teacher and may be delivered using a multi-sensory if deemed necessary by a teacher or TA. Visiting professionals may provide talks/workshops to pupils. PSHE values are also introduced in, and explored within, both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the Pupil Parliament and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject

through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment:

At Pearl Hyde, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;