

Clee Hill Community Academy: PSHE policy

Overview The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.*'

The school also acknowledges that it is required to actively promote British values (democracy; rule of law; individual liberty; mutual respect and tolerance). We believe that our PSHE, Citizenship and RE policies and practice do this comprehensively. Together these provisions create the Spiritual, Moral, Social and Cultural Education (SMSC) in our school.



Framework

In absence of a new programme of study, our school has decided to adopt the programme of study developed by the PSHE association.

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

2. Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- Know how to respect equality and diversity in relationships.

3. Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Aims

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.



Clee Hill Rota Kids receiving their Awards from the Mayor

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning. The programme of study will continue to be an integral part of the school curriculum and have a whole-school approach so as to help them develop the qualities and attributes they need to thrive as individuals, family members and members of society.

PSHE aims to:

- build pupils confidence, resilience and self-esteem
- identify and manage risk
- make informed choices and understand what influences their decisions
- recognise, accept and shape their identities
- understand and accommodate difference and change

- manage emotions and communicate constructively
- develop essential skills for future employability
- better enjoy and manage their lives explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs, rights and responsibilities
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The programme is woven in across the curriculum (Science, RE, ICT, PE etc). It also benefits from specific timetabled time (often through circle time activities) or untimetable pro-active sessions that deal with 'real time' issues there and then.

PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time/ circle time
- Pro-active sessions that build learning on current issues
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers Strategies

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. PSHE education needs to 'start from where pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume.

Where possible, any new topic in PSHE education should start by enabling pupils to share this prior knowledge with us. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Where possible children's questions will be answered honestly and openly with consideration of their prior learning or readiness. Children should feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers should feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.') Teachers answer questions on behalf of the school and should feel able to work with colleagues to construct an appropriate answer.

Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Classes are organised in such a way that children are able to participate in an open friendly forum where agreed classroom rules of behaviour have been agreed. The children have a School Council where two children from each class are elected to represent the class's views.



Our School Council



Harvest festival: raising money for the pensioner's party

Equal Opportunities

All children (irrespective of disability, educational needs, race, nationality, ethnic or national origin, religion or sexual orientation or whether they are looked after children) have the opportunity to take part in our PSHE programme. Teacher will start with children's prior learning and experiences.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Other Policy links:

Equality Plan; Anti-Bullying Policy; Behaviour Policy; Child Protection Policy;

The school will review this policy as detailed below and assess its implementation and effectiveness regularly.

Policy Date: November 2017 Review Date: November 2020