



St Thomas Primary School

Personal, Social and Health Education Policy (including Citizenship)

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Author/Owner	Curriculum Committee		

1. Purpose

There are four main purposes to this policy:

- to establish an entitlement for all children;
- to establish expectations for teachers of this subject;
- to promote continuity and coherence across the subject;
- to state the school's approaches to this subject in order to promote understanding of the curriculum by interested groups.

2. The importance of personal, social and health education to the curriculum

Personal, social and health education (PSHE) enables children to become effective learners, and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps children to :

- acquire knowledge and understanding of themselves, of others, and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

3. The aims of personal, social and health education and how these contribute to the school's aims

PSHE contributes to the school's aims, and in particular :

- create a positive atmosphere where everyone feels proud to contribute and work together in making our school a happy and safe place;
- identify and celebrate every individual's strengths so that they are confident in building on their achievements, and sharing them with others;
- recognise that we work in partnership with parents and others, to encourage the excitement of continued lifelong learning;
- deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;
- encourage individuals to respect and value other points of view in preparation for living in an ever-changing society;
- support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong;
- ensure that every child receives the best possible start to school life by providing broad and balanced teaching and learning opportunities.

Teaching PSHE should, therefore, aim to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences / emotions / difficulties in groupings beyond the family;
- equip children with knowledge about the world in which we live;
- equip children with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare children for the adult world.

4. Citizenship

The incorporation of citizenship in PSHE allows for an integrated approach to the major themes of citizenship. Children will discuss: rules, communities, conflict, making choices and responsibilities, in the course of their PSHE work.

5. Entitlement and curriculum provision

Across the school approximately ten per cent of curriculum time is allocated to aspects of PSHE. This is delivered through discrete circle times, development of assembly themes and incidental teaching.

6. Teaching and learning

PSHE is best taught through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective PSHE.

Circle time is used to encourage:

- the participation of children as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and children, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Teaching includes time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementation what has been learned/decided, where appropriate.

7. The curriculum

A programme for PSHE across the whole school is in place and shows how each area of the personal, social and health education curriculum is covered. Built into this programme time is allowed for dealing with issues and matters that arise in the course of discussion and from the children's work. This enables the children's immediate concerns to be listened to and resolved.

8. Assessment and recording

Teachers maintain a half-termly record of developments in PSHE. A brief entry is made which can include notable contributions by individuals and the class, and significant progress made. In all years, teacher's comments in end of year reports refer to progress made in relation to any individual personal and social development targets set. Teachers assess the children's response to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, learning support assistants, mealtime assistants and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual children.

9. Continuity and progression

There is a clear programme of planned activities that cover PSHE across the school. This programme is in addition to what children learn from the Foundation Curriculum, in subjects of the National curriculum and religious education. The programme ensures that the following are revisited regularly:

- new beginnings
- being safe
- working together
- we're all special
- how do you feel
- all change

10. Inclusion

PSHE positively supports inclusion. All children, staff and helpers participate. PSHE activities provide opportunities for all children to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

11. Organisation

PSHE themes are covered in subjects across the curriculum, collective worship themes and in dedicated PSHE times. In the Foundation Stage, at Key Stage One and in Year 3, children undertake the majority of PSHE activities with their teacher. In most activities children are working on a whole-class activity or as a member of a group.

12. Learning resources

The PSHE programme draws on several resources. These are kept in the resources room.

13. The learning environment

The classroom is regarded as the 'home base' and is the best place for most PSHE lessons. It is not expected that the children's work in PSHE is celebrated and displayed in the same way as their work say in writing or art. Nevertheless, display space needs to be provided where there is ongoing work recorded, for example, using flipcharts, brainstorming ideas, lists, questions raised, decisions and agreements. A display board for the work and decisions of the School Council is essential. There are also occasions when displays for parents and the wider community are appropriate. Part of PSHE is the children's contribution to the whole-school environment, inside and outside. Responsibility for, and pride in, the whole-school complex is regarded as important.

14. Outside visitors, using other agencies and out of school activities

The school, uses outside agencies to contribute to the PSHE programme. These are indicated in the scheme of work for the year. Teachers are expected to make arrangements and prepare well in advance for these to take place. These agencies have been carefully checked. Out of school activities add greatly to the quality PSHE provided. However, it is important the children have the time to reflect upon their experiences and the ways in which they and others were affected.

15. Homework and the role of parents

Children may undertake some PSHE activities as homework. They might be expected, for example, to interview parents about their early childhood; or ask grandparents and other senior citizens for details about their school days. The PSHE of the nation's children is a responsibility of all adults.

16. The contribution of PSHE to other aspects of the curriculum

PSHE involves all aspects of being alive in the World. Therefore, all subjects contain some aspects of PSHE.

PSHE provides rich opportunities for children to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral and cultural experience;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem-solving
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

17. Leadership and management

17.1 Staff development and training

Many of the issues raised in PSHE activities are sensitive. It is important that all staff, particularly teachers, are aware of the different dynamics in the class when adult/parents helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject co-ordinator will attend Devon PSHE area conferences as appropriate;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through performance management;
- the co-ordinator will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the co-ordinator leads or arranges for school-based training.

17.2 Leadership and management roles

The PSHE co-ordinator has the responsibility to take a lead in developing PSHE across the school, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and support staff can expect informal support from the co-ordinator and support arising from the school improvement plan and identified in performance management and induction programmes.

18. Monitoring and evaluation

All teachers are responsible for monitoring children's progress and the quality of PSHE provided, but the co-ordinator takes a lead in this. Consultation with parents and the involvement of children in both planning and monitoring are valued at all stages.

19. Review

This policy will be reviewed every three years. The co-ordinator is responsible for reporting to the Governing Body about the quality of its implementation and its impact on standards as appropriate. In the light of this, policy amendments may be made.

20. Document History

Jul11	Re-adopted by Curriculum Committee (5 th July 2011)
1.1	Reformatted following committee review by Clerk (28 Sept 2007)
1.	Legacy policy (November 2002) last reviewed 3 rd July 2007