

Ellwood Community Primary School

Believe, Achieve, Belong



Personal, Social and Health Education [PSHE] Policy

Date reviewed: February 2023

Next renew date: February 2024

Aims and Objectives

We believe that PSHE (Life Skills) should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help 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 both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE (Life Skills) are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;

- prepare for life in modern Britain;
- develop good relationships with other members of the community.

Teaching and learning style

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. In reaction to pupil voice, the subject lead has changed the name of the PSHE lessons to 'Life Skills', this is to allow the pupils a deeper understanding of how the knowledge and skills will benefit their life; whilst at school, in the wider community and into adolescents and adulthood. 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, for example charity Ellwood Community Primary School 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, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE (Life Skills) curriculum planning

Every class has at least one timetabled session of PSHE (Life Skills) every week. This lesson will incorporate the learning objectives outlined in Ellwood's PSHE (Life Skills) programme of work, which incorporates a range of high quality learning materials including from Gloucestershire Healthy Living and Learning (GHLL). Every class also has an assembly each week. Values education is incorporated within this as a basis for moral understanding and British Values (democracy, rule of law, individual liberty, respect and tolerance of religion, belief and choices). A long term plan for provision is maintained to ensure a personalised curriculum to meet the needs of our children, and progression through the year groups. This is evaluated annually and updated to ensure that we continually meet the needs of our pupils. In addition to this, PSHE (Life Skills) is also taught within all other subject areas and as part of cross-curricular projects, for example Science, Geography, Religious Education (RE), English, Mathematics, Physical Education (PE), Design and Technology (DT), Art and History. PSHE (Life Skills) development is also reactive and is supported as questions and incidents arise. Whole school, Key-stage and Class Religious Education provide opportunities to enhance pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Pupils voice their opinions and take responsibility through a range of roles including School Council, Sports Leaders and Eco Council. Our ethos is strong in encouraging independence, responsibility and care of each other. We also develop PSHE (Life Skills) through various activities and whole-school events, for example we offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work. Additional support will be provided for individuals where necessary – for example small group social skills groups, individual support/ social and emotional support through Emotional Literacy Support Assistant (ELSA). This may also be via support from agencies (such as Young Minds Matter/ Trailblazers) where appropriate.

The Early Years Foundation Stage (EYFS)

We teach PSHE (Life Skills) in reception class as an integral part of adult led and child directed activities. Following the EYFS curriculum we relate the PSHE (Life Skills) aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE (Life Skills) matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support PSHE (Life Skills) education in reception class, when we teach 'how to develop their knowledge and understanding of the world'.

Teaching PSHE and citizenship to children with special needs

We teach PSHE (Life Skills) to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE (Life Skills), teachers take into account the targets set for the children in their My Plans, My Plan+ or EHCP, some of which targets may be directly related to PSHE (Life Skills). 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.

Equal Opportunities

We believe that all children should access a high quality PSHE curriculum, and will enable this through the provision of high quality teaching and learning resources. Resources will reflect a multicultural society, without stereotyping or discrimination – and fully meet the requirements of our Equality Policy.

PSHE and Computing

Computing makes a contribution to the teaching of PSHE (Life Skills) in that children in Computing classes 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 electronic communication, the children develop their own view about the use and misuse of Computing, and they also gain an insight into the interdependence of Computing users around the world. They are taught how to use the internet safely and what to do if they feel unsafe. Pupils are also taught how images on the internet can be edited and photo-shopped and how this can cause a negative body-image when comparing oneself to an unrealistic image.

Assessment for learning

Our teachers assess the children's work in PSHE (Life Skills) both by making informal judgements, as they observe them during lessons and around the school, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Where concerns arise linked to appropriate behaviour and understanding of PSHE, additional support and guidance is provided.

Monitoring and review

Our PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Our subject leader supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our subject leader is also responsible for giving the Head teacher an improvement plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate special time to our subject leader to enable them to review samples of children's work, gather pupil voice and to observe teaching in the subject. The subject lead works closely with a link Governor to review the standards and provision of PSHE across the school. This policy will be reviewed at least every two years.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: February 2023

By: Miss Chisman

Signed: Miss Chisman

