

## Policy for PSHE Education

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## **1. Introduction:**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. (PSHE Association)

PSHE education encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. The appreciation of difference and diversity is also a key element of PSHE education.

The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships in order to better manage and enjoy their lives. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

## **2. Aims and objectives:**

At Tetherdown we take seriously our responsibility to provide a curriculum which is balanced and broadly based which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society
- Prepares pupils at school for the opportunities, responsibilities and experiences of later life  
(Section 2.1 National Curriculum Framework DfE 2013)

The aim of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. In doing so, we aim to support children to thrive in a time of rapid change as new and unpredictable opportunities and challenges are constantly emerging.

PSHE education aims to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge in to personal understanding where they take an active, responsible role in their learning
- Opportunities to develop lively, enquiring minds in order to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives for both the present and the future
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

## Overarching concepts developed through PSHE education:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- **Diversity and equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

### 3. The organisation and teaching of PSHE education

We believe that PSHE Education is central to the education of all of our children at Tetherdown. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage learning area of 'Personal, Social and Emotional Development'. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through their primary education. Children learn skills to develop effective relationships, to assume greater personal responsibility and to keep themselves safe. In teaching PSHE it is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Through cross curricular learning e.g. Science, Literacy, History, P.E. and assemblies
- School events and activities (e.g. off site visits, school celebrations, assemblies)

We teach PSHE Education to all children at Tetherdown. PSHE may be taught through a circle-time or other whole class, school or small group formats. The work carried out in these sessions will be drawn from plans based on a variety of PSHE resources which are listed under '*Further Guidance documents*'. PSHE themes may be linked to whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class (for example, talking through the needs of a new class member who has particular difficulties of some kind).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, Drama and Literacy. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising, class assemblies and school council.

### 4. Core Themes in PSHE education

We aim to cover the following core themes as set out in the 2017 PSHE Association Programme of Study which is explored in depth below. This is broken down further by Year group in the Appendix.

## Key Stages 1 and 2

### Core Theme 1: Health and wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

### Core Theme 2: Relationships

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

### Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise

## **5. Monitoring and Evaluation**

Monitoring is the responsibility of the Headteacher, named governor and teacher with responsibility for PSHE education.

Monitoring is an ongoing process that checks the degree to which the scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions will be answered with a system of lesson observations and peer support and regular review of the PSHE policy and programme including looking at staff records and samples of pupils' work.

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of pupil learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

These questions will be answered by both structured and informal pupil and staff feedback in the form of:

- Teacher evaluation of lessons, units and the overall PSHE programme
- evidence from lesson observations

- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records

Assessment is the process by which an individual pupil's achievements are measured against the lesson objectives. Assessment plays a key role in effective PSHE teaching and learning. As in all lessons, pupils are encouraged to self-assess against the objectives of the lesson and marking and feedback supports pupils to reflect on and deepen their understanding (see Marking and Feedback policy)

## **6. Role of the Subject leader**

- To manage the scheme of work for the delivery of PSHE education
- To support teachers in providing appropriate resources, making them available for the successful delivery of the topics within a scheme of work.
- Liaise with outside agencies as appropriate.
- To review the policy and keep abreast of any changes advising SLT and governors accordingly.

## **7. Links to other school policies**

- Science policy
- SRE policy
- Drug, Alcohol and Substance Misuse Policy
- Safeguarding and Child Protection Policy
- Learning and Teaching Policy
- Equal Opportunities Policy
- Health and Safety Policy
- E-safety Policy
- Behaviour and Anti-Bullying Policy

## **8. Further Guidance Documents**

The PSHE association <https://www.pshe-association.org.uk>

The Association for citizenship teaching <https://teachingcitizenship.org.uk>

Mentor-Adepis <https://mentor-adepis.org>

Personal Finance education group (pfeg) <https://www.pfeg.org>

Government Guidance: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>