



Personal, Social, Health and Economic Education (PSHE) Policy

Policy written – September 2020

To be reviewed – September 2023

The Acorn Federation
Personal, Social, Health and Citizenship Education

Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at The Acorn Federation. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PHSE programme which helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The federation uses 'PSHE Matters' as the basis for their curriculum. The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

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 – Honesty, Kindness, Trust, Responsibility, Friendship, Self-control, Empathy, Respect, Tolerance.

Relationships and Sex Education (RSE)

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

Content

Early Years Foundation Stage

Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals

(ELGs) within a broad based curricular topic. They will also participate in specific dedicated PSHE lessons.

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.

Key Stages One and Two

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two year cycle A and B.

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 learn alongside and 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.

Planning and Teaching

PSHE planning is achieved through the listed objectives for each unit and lessons are taken from the 'PSHE Matters' framework and amended to suit the needs of the class, enabling teachers to use their discretion to deliver the objectives effectively for their class needs. When planning teachers consider the following:

- Establishing any ground rules such as respecting others ideas, listening to others, sharing views and questioning
- Objective for the session
- Any individual needing individual targets
- Pre and post activities to establish understanding
- Setting different tasks

PHSE teaching strategies will incorporate varied activities. For example Circle Time, group discussions, debate, role play, co-operative tasks, creative writing, art work, mind-mapping, class and group discussions, questioning, media such as videos / pictures.

PSHE will be delivered by the class teacher or teaching assistant with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE is also introduced and explored within whole school assemblies.

In addition to this, PSHE is delivered through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying day, Internet safety day, community projects and fund-raising activities. Pupils may be elected onto the School Council and are encouraged to express their opinions.

Assessment

At the Acorn Federation staff use their professional judgement in assessing pupils' understanding and application of the PSHE units. The work the children do will serve as a record for classes working on each of the units. This is recorded either in the children's individual PSHE books.

In PSHE, assessment also involves:

- Assessing the children's starting point in a pre-activity during the first session
- 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
- Completing end of unit assessments through a post activity, either as a whole class, in groups, with a peer or individually

Break and lunchtimes

PSHE covers all aspects of children's experiences at school and teachers will ensure the 'Behaviour Policy' is adhered to when dealing with any specific objectives relating to rules and social objectives.

Break and lunchtimes are the most social part of a child's day and the PSHE curriculum extends to ensuring that children feel safe, have good relationships, understand the bullying policy and show positive behaviours.

Equal Opportunities

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;
- Use appropriate summative and formative assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions as needed for individual target children

The Role of the Co-ordinator

The role of the Subject Leader is to:

- Lead policy development and ensure the implementation of 'PSHE Matters, ensuring progression and continuity across the school.
- Support colleagues, where necessary, e.g. in planning or assessment.
- Monitor PSHE progress and activities and advise the Head Teacher of any action needed.
- Purchase and organise PSHE resources
- Keep up to date with developments in PSHE and communicate information to colleagues as appropriate.

The Coordinator will review this policy on a three yearly basis.