



PSHE POLICY

Introduction

This document is a statement of aims, principles and strategies for the teaching of PSHE at St. George's Central Church of England Primary School and Nursery.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Our school motto

Never settle for less than your best.

What is PSHE?

Personal, social and health education (PSHE) develops the knowledge, skills and attributes children need to keep themselves healthy and safe, and prepare for life and work in the wider world. These are skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). PSHE impacts on both academic and non-academic outcomes for children and is essential to personal development, behaviour, welfare and safeguarding.

Aims

- To develop knowledge and understanding of being and keeping healthy.
- To teach children how to keep safe in a range of environments and contexts, including Internet safety.
- To develop awareness and understanding of relationships between children and other people.
- To develop knowledge and understanding of emotional health.
- To develop knowledge and understanding of how children can make a positive contribution to society and the world.
- To enable children to enjoy and achieve in their lives.
- To enable children to develop skills that will help them through childhood and into adult life.
- To help and encourage children to make informed decisions and choices, by themselves.
- To develop in every child a sense of self-worth, self-esteem, self-confidence, independence and responsibility.
- To teach the knowledge, and develop the understanding, that will make it possible for children to plan lifestyles that will keep themselves and others safe and healthy.
- To develop effective relationships in children's lives by helping them cope with their own feelings and understand those of others.
- To develop children's respect for all people and the differences between them.
- To provide a secure, safe and supportive environment in which everyone feels valued.
- To develop a school community in which everyone is keen to take part and feels that their contribution is valued.
- To help and encourage children to be emotionally intelligent, develop effective communication skills and be active responsible citizens.
- To enable and encourage children to take an active part in their own learning.
- To enable children to develop as individuals, as members of families and of social and economic communities.
- To enable children to know how to access further help and support if they need it.

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Implementation

- Through planned HEARTSMART lessons, the children are given the opportunity to express ideas and feelings, to reflect, to listen to others and resolve conflicts.
- The HEARTSMART and PSHE Association Scheme of Work provide a framework for a teachers' lesson plans. The curriculum is delivered during Class Worship and using cross curricular approaches where applicable.
- A variety of teaching and learning styles are used.
- PSHE themes are delivered through assemblies and whole school projects and events.
- School Council representatives meet the School Council Lead teacher regularly to discuss issues that affect them and make decisions relating to the children and the running of the school, such as involvement in anti-bullying week and ordering playground equipment.
- There are whole school lunchtime certificates (Golden Tickets) for good behaviour and each class has a Star of the Week, as well as awarding stars to add to pupil's individual star charts.
- There are rewards for attendance and a weekly award for a child in each Key Stage who stands out for displaying our Christian Values.
- Experts and outside visitors from the community are involved in talking to the children and giving information, when appropriate such as the community police, Fire Brigade, Guide Dogs for the Blind.
- Local activities are uploaded to the website/Facebook page or Twitter to support parents/carers.
- Lesson specifically focus on British Values.

Resources

- HEARTSMART scheme of work.
- Books, materials, equipment such as computer software, videos, games are used to support teaching.
- A range of Internet resources and websites.
- Conversations with and advice taken from, professionals as and when appropriate.
- PSHE Association Scheme of Work.
- SCARF PSHE planning.

Monitoring and Assessment

- The PSHE Co-ordinator monitors PSHE planning. The Nursery and Reception leaders work together to monitor the personal, social, and emotional development of their pupils through the EYFS.
- Formative class assessment of learning through PSHE activities.
- The Learning Mentor and members of Senior Leadership Team monitor pastoral issues arising in the classroom and on the playground, identifying children in need of support and discusses these with class teachers and Key Stage Leaders to put a plan in place, when appropriate.

Performance Indicators

- Evidence of a caring, calm and orderly atmosphere in school.
- Positive feedback from teachers, members of staff, volunteers and visitors about children's behaviour and learning.
- Fewer incidents in lunchtime books or 'repeat' incidents e.g. individual children.
- Good attitudes such as a responsibility and respect for others in children evidenced by minimal incidents of racism or bullying.

Inclusion

- PSHE is fundamental in respecting and celebrating the identity of each child.
- Every child has a sense of being valued and listened to through PSHE.
- Children come to a better understanding of themselves and others through PSHE and HEARTSMART.

The role of the PSHE leader

- To write a PSHE policy in consultation with other members of staff and governors.
- To write an annual action plan showing key areas of development for PSHE.
- To advise teachers on the PSHE curriculum.

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- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of PSHE resources within an agreed budget.
- To keep up to date with recent educational thinking about the teaching of PSHE and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the PSHE curriculum and resources within the school.
- To monitor the PSHE curriculum within school and to have a clear understanding of standards.
- To address any issues relating to pupil progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of photographic evidence.

The role of the Governing Body

The Governing Body is responsible for ensuring that:

- There is a current policy statement and curriculum for the teaching of PSHE.
- PSHE is included in the basic curriculum.
- Sufficient time and resources are devoted to PSHE to enable the school to meet its legal obligations and to deliver a quality PSHE curriculum.

The role of the Headteacher

It is the Headteacher's duty to ensure that:


- A PSHE education is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of PSHE within the school.

Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

Developed by: Miss N Taylor

Mrs S Yates
Chair of Curriculum Committee
Date: July 2018


Headteacher
Date: July 2018

Miss N Taylor
PSHE Lead
Date: July 2018

Policy approved: July 2018

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