



The Winterton Federation

Personal, Social, Health and Economic (PSHE) Policy



At The Winterton Federation we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be throughout their journey of life.

“Let us run with perseverance, the race that is set before us” (Hebrews 12:1)

We are all proud to be united in faith, vision and ambition.

Introduction

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is:

‘An important and necessary part of all pupils’ education’

It goes on to note that:

‘Schools should seek to use PSHE education 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.’

Therefore, at The Winterton Federation we believe that PSHE promotes the spiritual, moral, cultural, mental and physical development of children at our federation and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims

PSHE is a basic entitlement for all which is embedded within the ethos of the federation and is reflected in the vision statement of The Winterton Federation.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable children to lead confident, healthy, responsible lives as individuals and contributing members of society.

PSHE aims to enable pupils to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle;
- Know how to maintain physical, mental and emotional health and wellbeing;
- Be aware of safety issues, including how to respond in an emergency;
- Know how to manage change, including puberty, transition and loss.



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Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts;
- Know how to recognise and manage emotions within a range of relationships;
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help;
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions;
- Be responsible and independent members of the school community;
- Be positive and active members of a democratic society;
- Know about the importance of respecting and protecting the environment;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Know about where money comes from, keeping it safe and the importance of managing it effectively;
- Have a basic understanding of enterprise.

Entitlement

All areas of the curriculum, including PSHE, need to take account of the principles of inclusion and equal opportunities. PSHE is directly concerned with the personal and social development of each child and so by its very nature builds on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes etc. of each child.

PSHE goes further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

Implementation

PSHE is delivered within a whole school approach which includes:

- dedicated curriculum time; PSHE lessons using 1decision programme of study.
- teaching PSHE through and in other subjects/curriculum areas;
- circle Time;
- specialised assemblies;
- Church school values which are focused upon each half term;
- PSHE activities and school events e.g. Careers Day; buddy playground leaders, mental health awareness weeks,
- Pastoral care and guidance;
- visiting speakers.



Teaching and Learning

EYFS

In the Foundation stage our early learning goals involve the children learning about keeping safe and secure, developing an understanding of what is right and wrong and why, as well as beginning to consider the consequences of their own actions. They also begin to recognise the importance of keeping healthy and those things that can contribute to this.

Key Stages 1 and 2.

Class teachers and Teaching Assistants are responsible for the teaching of PSHE throughout the federation using 1Decision programme of study in addition to discrete lessons and other curriculum links.

In planning, the curriculum provides:

- a classroom climate that encourages a high level of interest for all children;
- opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits;
- opportunities for personal, social, health and citizenship development through individual and group work, discussion and role-play;
- involvement in a range of problem-solving activities;
- preparation and presentation of tasks for different audiences;
- positive self-assessment;
- positive marking, with oral or written comments;
- active participation in the community served by the federation.

Teaching and Learning across the Curriculum

PSHE can be taught across the curriculum through a variety of subjects. The following curricular links show where some of the PSHE objectives can be taught:

- Literacy - skills in enquiry and communication, the use of stories illustrating aspects of PSHE;
- Numeracy - aspects of financial capability, counting and sharing;
- Science - drugs (including medicines), sex, health, safety and the environment;
- Religious Education - religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
- Physical Education - teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise;
- Geography - topical issues concerning the environment, study of own locality and the wider world, including less economically developed countries;
- History - looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past;
- Computing - communicating with others;
- Engineering - health and safety, healthy eating, use of technology, realizing the needs of people through designs;
- Art and Design - reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- Music - making the most of abilities in playing and singing, cultural diversity, expression.



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Sensitive Issues

Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Others may include: family lifestyle and values; physical and medical issues; law and order; financial issues; unemployment; environmental issues; bullying and bereavement.

Confidentiality

In the context of PSHE, children may sometimes make personal disclosures either in class or to individual teachers. This is followed up in line with the federation Safeguarding and Child Protection Policy.

Assessment, Reporting and Recording

There are, currently, no statutory requirements for end of Key Stage teacher assessment in PSHE, however, teachers are required to monitor the progress of all children. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

PSHE is linked closely to other cross-curricular policies, including:

- Drugs Education;
- Anti- bullying;
- School Behaviour;
- Safeguarding and Child Protection;
- RSHE;
- Health and Safety;
- Equality and Diversity (Including Accessibility Plan).

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