



CROMER ROAD PRIMARY SCHOOL

PSHE Policy

Date of Ratification by the Governing Body:

November 2016

Frequency of Review:

Three Years

Update:

February 2017

PSHE Policy

Policy Statement

The purpose of this policy is to clarify and provide guidance on the content and approach to teaching personal, social and health education at Cromer Road School. At Cromer Road we believe that PSHE education can help schools to reduce or remove the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. Through the teaching of good PSHE sessions pupils will build their confidence, resilience and self-esteem and will be able to identify and manage risk, make informed choices and understanding what influences their everyday decisions. A critical component of PSHE is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

At Cromer Road we work in accordance with section 78 of the Education Act 2002 that states that all schools must promote the spiritual, moral, Social and cultural (SMSC) development of their pupils. Through ensuring pupils SMSC development we can also demonstrate the active promotion of the fundamental British Values.

We aim:

- To develop in children confidence and a sense of responsibility.
- To develop a sense of personal identity.
- To make the most of a child's abilities.
- To prepare them to play an active role as citizens in Britain today.
- To develop a healthy and safer lifestyle.
- To develop in children the skills needed to form good relationships.
- To develop in children a sense of respect and to help them understand and celebrate the differences between people.
- To promote the spiritual, moral, social and cultural development of all pupils through high quality PSHE education.

Objectives:

- To help the children to recognise their own worth.
- To encourage the children to work well with others.
- To help the children to develop fulfilling relationships that are essential to life and to learning.
- To help the children to understand how they are developing personally and socially.
- To promote a healthy and safe lifestyle.
- To encourage the children to take responsibility for their own learning.
- To encourage the children to reflect on their experiences.
- To prepare children for a life in Britain today, including financial and economic education.

Equal Opportunities:

At Cromer Road, we have created an ethos that values all individuals within our school, regardless of gender, ethnicity, physical ability, linguistic, cultural or home background. We expect every member of our school community to understand and respect our common humanity, diversity and differences. PSHE plays an essential part in promoting this positive environment. It helps us to recognise and acknowledge the unique life experience that each child brings to school. PSHE encourages the children to tackle many of the spiritual, moral, cultural and social issues which are part of growing up.

Special Educational Needs:

PSHE helps all children to reflect on both their learning and their behaviour, both as individuals and as part of a community. This reflection and discussion, in turn, supports those children who present challenging behaviour. Through supportive circle times and golden times, children are encouraged to think how their behaviour affects others, how they feel themselves and it also encourages children to take responsibility for their own actions. Circle times also help those children who are finding some aspects of their learning to be difficult or challenging. They are able to express their concerns and to ask others for help. The PSHE curriculum also encourages children to assess and monitor their own progress.

Implementation:

Organisation of PSHE:

We deliver the PSHE curriculum by:

1. Following the Barnet schools Wellbeing programme – 'Emotional Wellbeing and PSHE Framework For Primary Schools' Produced by HEP.
2. Weekly session that incorporate different active learning techniques i.e.
 - Circle Time
 - Posters
 - Role play/scenarios
 - Games
 - Case Studies
 - Debates.
3. Providing opportunities across the curriculum: science (environment weeks), religious education, physical education, drama, history, 'carpet time', themed assemblies and displays.
4. Providing opportunities through extra-curricular activities eg. School Council, raising money for charity (eg. Comic Relief) and visits and visitors.
5. Providing opportunities for self-reflection, eg. self-assessment, celebrating achievement in whole school assemblies and in circle time.
6. Developing the ethos of the school, so that it continues to encourage the personal and social development of the children.
7. Promoting opportunities for children to develop an understanding of economic well-being through visitors to the school and delivering the 'Economic Well-being' strand in the Schools Wellbeing programme.

Planning, Monitoring and Evaluation

We plan for the teaching of PSHE and ensure that it is part of the teaching timetable in the short, medium and long term. The PSHE coordinator is responsible for monitoring planning. The teachers are encouraged to use the 'Emotional Wellbeing and PSHE Framework For Primary schools' document and the modules in this scheme of work to plan lessons. The PSHE coordinator will also be responsible for monitor the work produced in the PSHE sessions; teachers are encouraged to record work through pupil voice, written work and photographs. Teachers will need to be observed to ensure the teaching of PSHE is delivering our proposed aims across the year groups.

Assessment

Assessment of PSHE will also be based on the contributions the children make in class discussions, the written and art work they produce, their commitment and involvement in developing the school's positive ethos, and through participating in, for example, School Council. Self-assessment and evaluations by the children will form an important part of assessing the children's achievements and development. Comments on a child's personal and social development will be included in each child's end of year report in the general comment section.

Confidentiality

In accordance with the schools Safe-guarding policy it is essential that teachers are aware of what they are expected to do if a safe guarding issue does occur during a PSHE sessions. If a member of staff has a concern, they discuss the concern with the designated Child Protection Officers in the School. Questions to children must be phrased carefully and appropriately. Staff must be aware of the confidential nature of issues at all times. However, if a child confides in a member of staff and requests the information is kept secret, the member of staff should sensitively tell the child that they may have to share the information with someone else, for the child's own sake.

Resources

- Resources appropriate to the Foundation Stage and Key Stage 1 – eg. books (Jenny Mosely's 'Circle Time'), circle time bags, artefacts.
- Outside agencies (eg. [Agenda 21](#) and the LEA for the National Healthy scheme)
- Visitors to the school (eg. Police Safer Neighbourhood Officers, road safety officers, the local Police Liaison Officer, local environmentalists).
- People within the school community eg. parents and governors

The PSHE co-ordinator will collect and maintain resources and support planning and provision.

CDP

As appropriate, the co-ordinator will lead INSET as the school improvement needs dictates, and update staff on matters relating to the SEAL material. The co-ordinator will also plan for outside agencies to lead INSET within school, as the need arises. The co-ordinator will attend regular meetings and courses at the LEA and will disseminate information gained from those courses to the rest of the staff.

Related Policies

Special Educational Needs
Race Relations
Equality Information and Objectives
Assessment
Foundation Stage
Behaviour
Sex and Relationship Education
Drugs Education
Safeguarding and Child Protection