



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

Introduction

It is widely accepted that personal and social skills are crucial to success and fulfilment in adult life. At Laurel Avenue Community Primary School we understand that it is our responsibility to promote the personal and social development of all our pupils. Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Laurel Avenue is an inclusive school. The individuality of all pupils and staff are recognised, valued and respected. We are committed to giving all members of our school community every opportunity to achieve the highest of standards regardless of disability, gender, race, religion or belief, sexual orientation or gender reassignment.

Our PSHE curriculum closely follows the recommendations in the PSHE Framework and the Healthy Schools Standard. We have a whole school Scheme of work which we follow from Nursery through to Year 6 which covers all aspects of PSHE; Jigsaw.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our pupils.

Every Child Matters emphasises that PSHE, and Citizenship, in schools plays a vital role in achieving the following outcomes:

- ◆ *Being healthy*
- ◆ *Staying safe*
- ◆ *Enjoying and achieving*
- ◆ *Making a positive contribution*
- ◆ *Achieving economic well being*

Aims

The aim of PSHE at Laurel Avenue Community Primary School is to work with parents and the community to:

- ◆ *Promote pupils understanding of the nature of their rights and responsibilities in everyday life*
- ◆ *Promote pupils understanding of the basis on which people influence and control others*
- ◆ *Promote pupils understanding that there is a balance between individual freedom and the constraints necessary for individual living*

- ◆ *Encourage pupils to explore and respect the way in which people are different*
- ◆ *Encourage pupils to explore ways in which people organise, manage and control their relationships*
- ◆ *Encourage pupils to explore what constitutes a community and how communities operate*
- ◆ *Teach pupils how the welfare of individuals and societies are maintained*
- ◆ *Teach pupils how to make decisions when faced with choices*
- ◆ *To promote physical and emotional health and well being*

Objectives

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- ◆ *have a sense of purpose*
- ◆ *value themselves and others*
- ◆ *form successful and caring relationships*
- ◆ *make and act on informed decisions*
- ◆ *communicate effectively and work with others*
- ◆ *respond to any challenge*
- ◆ *be an active partner in their own learning*
- ◆ *be active citizens within the local community*
- ◆ *explore issues related to living in a democratic society*
- ◆ *become healthy (both physically and emotionally), and fulfilled individuals*
- ◆ *understand the importance of relationships based on love, care and respect. Pupils are encouraged to appreciate the value of stable family life, including the responsibility of parenthood and marriage. We take proactive steps to promote respect and help pupils to have a greater understanding of Lesbian, Gay, Bisexual, Transgender and other (LGBT+) identities.*

Programme

PSHE comprises of inter-related strands

- ◆ *Social and moral responsibility – pupils learn self-confidence, and social and moral behaviour towards authority and each other*
- ◆ *Community Involvement – pupils learn to become involved in the life and concerns of their neighbourhood and community*
- ◆ *The promotion of physical and emotional health*

Additionally, we incorporate the teaching of Citizenship into the curriculum, where pupils learn about the issues, problems and practices of our democracy, and how citizens can make themselves effective in public life.

PSHE is timetabled weekly in each class, although at times, and where appropriate, a topic may be delivered as a blocked unit. It is also taught through cross-curricular opportunities for example:

- ◆ *Sex and Relationship Education within Science.*
- ◆ *Healthy eating habits through Science*
- ◆ *The use of ICT and the internet for information gathering when looking at national and global issues*
- ◆ *Discussion and exploration of topical issues and current affairs through Literacy*
- ◆ *The understanding and use of money through Numeracy*
- ◆ *Physical well being and teamwork through Physical Education*
- ◆ *Moral issues and dilemmas through RE*
- ◆ *Local History*

In addition to this we provide enrichment activities to support the curriculum such as Healthy Lifestyles Week and Anti-bullying week. The pupils also partake in a number of charity events throughout the year, raising their awareness and understanding of those less fortunate in the world around them.

Collective worship, both whole school and individual class sessions, support the delivery of PSHE and Citizenship through planned themes and are used to launch specific themes, for example respect, friendship, caring and sharing.

A variety of teaching and learning strategies are used within the school to deliver PSHE which take into account pupils' age, development, understanding and needs. Care is taken to ensure that pupils work in a safe and secure climate, and are therefore able to explore their own and others' attitudes, values and skills.

Effective teaching of PSHE involves a range of teaching strategies, including group work, circle time, debate, discussion, role play and the use of visitors and outside agencies.

Lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- ◆ *The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place*
- ◆ *Collaborative work*
- ◆ *Circle time activities*
- ◆ *Opportunities for reflection*
- ◆ *Challenge within a safe environment*
- ◆ *Respect for each genuinely made contribution*
- ◆ *Negotiation*
- ◆ *Accommodating new information and skills*

- ◆ *Building on current experience and use first-hand learning to achieve positive ends*
- ◆ *Reflecting and interacting on their place in the community around them*

Entitlement

At Laurel Avenue Primary School we allocate a discrete session in the timetable of between 30 & 45 minutes each week for PSHE. In addition, opportunities are taken throughout the school day when teaching the full curriculum and other cross-curricular subjects. Whole school / group assemblies also provide a regular opportunity to enhance pupils moral, social and cultural development.

Equal Opportunities

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Through such study pupils can acquire understanding of and respect for other people and their values.

Stereotyping in terms of race, gender, disability, sexual orientation, gender reassignment, will be avoided and pupils' progress will be monitored carefully, ensuring that no child is disadvantaged. Equally, a child's religious and cultural differences will always be respected. In PSHE pupils should learn that open mindedness and the questioning of assumptions are valuable assets.

The nature of PSHE lends itself to study by pupils with a range of different abilities. Pupils can work on the same content at different rates and levels.

Resources and Helping Agencies

PSHE resources are stored in individual classrooms, and also in the central resource cupboard – cloakroom area.

The main sources used are Jigsaw Scheme of Work.

The school also makes use of the following agencies and individuals as supporters, not replacements, of teachers to deliver the PSHE programme.

- *School Nurse*
- *Community Police Officer*
- *Road Safety Officers*
- *Safety Carousel*
- *Local M.P.*
- *Anti-Bullying Service*
- *Local Religious Figures*
- *Fire Service*
- *Charitable Organisations*
- *And others as necessary*

Assessment

We are determined to make the curriculum as relevant to the pupils needs as possible. To do this, assessments will be made at the end of each jigsaw unit through observations of pupils and their work and through discussions with pupils. The pupils will also be encouraged to self-assess their own learning at the end of each unit.

A statement as to the personal and social development of each child will be made in the end of year school report, and will be reported to parents.

Assessment for learning is used to continually assess pupil's understanding to inform future planning and set pupil targets.

Parents and the Local community

We aim for PSHE to complement the personal and social development of pupils provided in the home and the local community. A priority is working with parents. It is part of our home/school agreement, features in our open days, and also in the school prospectus. Parents are encouraged to become involved in the life of the school.

Laurel Avenue Primary School believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents will be given the opportunity to find out about and discuss the schools' programme through:

- ◆ *Parents' evenings*
- ◆ *information leaflets/displays*
- ◆ *parent awareness session for potentially sensitive topics such as Sex and Relationship Education*

We value the contributions of the community and outside agencies to the personal, social and health development and citizenship of its pupils through involvement in the life and philosophy of the school.

We invite a wide range of representatives to talk to the pupils, including the school nurse, civic leaders, local businesses, police, fire service, local religious and community-based figures.

Monitoring and Review

This policy will be reviewed every three years, in discussion with the staff, the Headteacher and the Governing Body's School's Committee.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- ◆ *pupil and teacher evaluation of the content and learning processes*
- ◆ *staff meetings to review and share experience*
- ◆ *assessment of pupil learning objectives/outcomes*

Signed: J Meehan

Coordinator

Date: November 2021

Signed: C Linfoot

Chair of Community and SMSC Committee

Date: November 2021

Review: November 2024