



Great Linford Primary School

PSHE Policy
November 2014

ASPIRE THRIVE ENJOY ACHIEVE

Great Linford Primary School PSHE Policy 2014

Review date 2016

At Great Linford we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in our school values: Aspire, Achieve, Enjoy and Thrive. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develops our children's knowledge and understanding so that they can make informed choices.

AIMS AND PURPOSES

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills that enable successful relationships with all members of their community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self confidence and self esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

LINKS TO OTHER INITIATIVES & POLICIES

- We have accreditation from The Restorative Foundation as being a Restorative School.

- Our school has links with The Safety Centre, Bridge Builder (Christian Based) and the NSPCC who provide regular talks and assemblies.

At Great Linford, our children are encouraged to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others.

We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.

Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils, for example pupils with Special Educational Needs and Gifted, Able and Talented pupils, as well as with regard to gender and equality issues.

TEACHING AND LEARNING

Scheme of Work

The PSHE curriculum has been organised using the Cambridgeshire PDP. The scheme covers all aspects of Personal, Social, Health (including Drugs Education), Financial and Citizenship Education, and ensures continuity and progression throughout the school from Early Years Foundation Stage through to Year 6. In the Foundation Stage Personal, Social and Emotional Development is the prime area of learning.

Planning

Through the Primary PDP each teacher has access to planning for their Year group that has been matched to the New Curriculum. It is expected that the plans are then personalised to meet the specific needs and requirements of their class.

At Great Linford Primary School we have nurtured a creative topic based curriculum and PSHE is woven, where possible in to other curriculum areas. Teachers are also encouraged to use curriculum dropdown days to teach a particular block or series of lessons that are better taught in isolation. Teachers use daily 'Check in' and Check Out' sessions to embed PSHE and community building. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. In Early Years Foundation Stage, Medium Term Planning is drawn from both the Primary PDP and Development Matters; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circles, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school. ICT is used within PSHE in a variety of ways to enrich and stimulate

learning, including using the internet or pupils using power point to present their learning to others

Assessment, Recording and Reporting

In accordance with school policy, children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

Inclusion

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, and the type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

THE ROLE OF THE SUBJECT LEADER

The role of PSHE Subject Leader is as outlined by the general school policy and job description and includes:

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

MONITORING AND REVIEWING

The subject Leader is responsible for monitoring standards in PSHE/PSED. This is achieved through monitoring planning, pupils work, interviews with pupils, analysis of questionnaires, learning walks and lesson observations.