



## **Marsh Green Primary School**

### **Policy for PSHE**

#### **Introduction**

At Marsh Green Primary School we regard PSHE as an important and integral component of the whole curriculum. The PSHE curriculum is embedded throughout our daily school life. We model positive relationships, self image and communication skills with others in all our day to day interactions as well as teaching skills explicitly in circle time and PSHE lessons

We believe that PSHE is central to the school's philosophy and ethos, its aims attitudes and values. They have been recognised as being fundamental in enabling children to take increased responsibility for their own learning and hence maximise their potential. PSHE should help children deal with social pressures affecting their learning thereby raising standards of academic achievement. This in turn raises their self esteem and personal health/ wellbeing. PSHE should help to give the pupils knowledge, skills and understanding they need to lead a confident, healthy, independent life and become informed, active, responsible citizens

#### **Aims and Objectives**

The aims of PSHE falls into 3 core themes:

Health and Wellbeing, Relationships, Living in the Wider World .These overarch all curriculum areas and link with the 6 principles of nurture.

##### **• 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.

##### **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.
- Understand and know that we are many different types of modern 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.

### **Curriculum Provision**

PSHE cannot always be confined to specific timetabled time. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE activities and school events
- Pastoral care and guidance
- Visiting speakers
- Nurture Provision

### **Teaching/learning strategies**

A range of teaching/ learning strategies is needed to provide a breadth of effective learning opportunities for all pupils. These include an emphasis on active learning enquiry, discussion and participation in citizenship activities. All pupils, whatever their ability level, will be provided with the opportunity to participate fully in PHSE work. The potential to foster personal and social development is best realised where...

- *The teacher acts as facilitator.*
- *Pupils learn, practice and demonstrate personal/social skills.*
- *Pupils are actively involved in taking responsibility for their learning.*
- *Pupils reflect on their learning and plan the next step.*

Children are also encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

### **National Curriculum**

In September 2013, the DfE published a new National Curriculum that takes effect in September 2014. 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.'*

### **Curriculum Organisation**

PSHE is an integral parts of our curriculum. They happen during every working moment. It is the environment in which the whole school operates. It is therefore one of the most important parts of our curriculum

Planned opportunities for promoting pupils personal and social development exist across the curriculum in

- *Designated circle time*
- *Planned PSHE lessons .*
- *Assemblies*
- *The school ethos*
- *Enrichment activities – school trips/ theatres/Life Education Centre/Visitors into school/people working in school (authors, poets, artists, sportspeople etc...) / afterschool clubs*

### **Further opportunities that the children can experience**

- Meeting and working with adults other than teachers, including members of the community.
- Interacting and working with people who are different from themselves.
- Taking responsibility for others e.g. visitors/ younger pupils.
- Taking on roles of responsibility e.g. Play leaders, Monitors , School Council Members
- Educational visits
- Becoming involved in projects e.g. ECO School work/Healthy Schools work/ environmental projects / Fur Clemp.

### **Assessment, Recording and Reporting**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best

means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### **Equal Opportunities**

Marsh Green Primary School believes opportunities for all pupils and seeks to ensure that every individual has full access to all areas of the curriculum.

### **Monitoring/Evaluation**

Monitoring of planning will check that learning opportunities for PSHE are identified. A portfolio of work will be collected by the Co-ordinator will provide evidence of activities covered in PSHE.

The policy will be reviewed as part of the ongoing cycle of the school improvement, details of which can be found in the Schools Improvement Plan document.