



DRONFIELD JUNIOR SCHOOL

PSHE Policy

Introduction

At Dronfield Junior School Personal, Social, Health and Economic education (PSHE) is a valued part of the curriculum. PSHE is a non-statutory subject. We view Personal, Social, Health and Economic (PSHE) education as an important and necessary part of all pupils' education.

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. Through our curriculum, our school environment, our school ethos and planned visits and visitors, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims and Objectives

PSHE education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We teach them how to keep themselves safe and healthy, and educate them about making safe choices. We help them to achieve good emotional wellbeing. We aim to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We also aim to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The aims and objectives of PSHE education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others regardless of race, gender and mental and physical disability;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- 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
- develop our school's core values of: courtesy, respect, honesty, good manners and consideration for others
- Know about where money comes from, keeping it safe, budgeting, the importance of managing it effectively and understanding risks (financial literacy)
- Have a basic understanding of enterprise:
 - Team work – working together to get the best results
 - Risk – identifying and managing threats and opportunities
 - Negotiating and Influencing –communicating for win-win situations
 - Effective communication – confidence and skills to communicate with different people.
 - Creativity and Innovation – imagination, exploration and courage
 - Positive attitude – staying optimistic, motivated and energetic
 - Initiative – willingness, ability and action
 - Organising and Planning – prioritising tasks and managing time, workload and finances
 - Problem Solving – defining, imagining and deciding
 - Leadership – providing motivation, direction and support for your team
 - Making ethical decisions – how decisions we make can impact on the lives of others and the environment
 - Product and Service Design – well made, functional, desirable and right for the customer

Roles and Responsibilities

The PSHE Subject Leader has the following responsibilities:

- To implement and review the PSHE policy and scheme of work
- To ensure that resources used are relevant and appropriate to the needs of the children
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to deliver effective PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection
- To ensure that the PSHE policy and curriculum are in line with the non-statutory guidance in the National Curriculum 2014
- To ensure that the policy and programme reflect a whole school approach and is implemented effectively

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies
- To contribute to the evaluation of the programme
- To communicate with parents when appropriate/necessary.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents and carers in this area. We endeavour to keep parents informed of any developments within the coverage of the PSHE curriculum.

Provision/ Teaching and Learning

PSHE in our school will follow the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014.

We will follow the Programmes of Study provided by the PSHE Association. The programmes of study are as follows:

- Health and wellbeing
- Relationships
- Living in the Wider World

PSHE will be delivered during timetabled sessions in each class. Medium term planning has been designed by the subject leader and class teachers to ensure continuity and progression across Key Stage 2. In addition to this, PSHE objectives will be delivered in a cross curricular manner in a planned and systematic way. Lessons will be planned and delivered in line with the teaching and learning policy and children will be given opportunities to apply knowledge and skills across the curriculum and in real life situations.

In order to enhance the curriculum, a variety of age appropriate experiences will be delivered including:

- Fruit and Veg Roadshows
- DARE (Drugs Abuse Resistance Education) in Year 6
- Age appropriate Sex and Relationships Education (See SRE Policy)
- The Healthy Schools Community Award (applying for)
- Themed weeks (Emotional Wellbeing Week, Anti-bullying Week, Safer Internet Day, Parliament Week, Black History Week, Chocolate Enterprise (Y6))
- Assemblies which actively promote themes from the PSHE Association programmes of study

- The Dronfield Rotary Junior Community Award (Year 6)
- The role/work of School Council, Anti-stigma Ambassadors, Playground Pals (Anti-bullying Representatives), Charity Group, Eco Committee and Online Safety Ambassadors
- Appropriate use of displays around school to promote PSHE objectives

Safe Learning Environment

Each class teacher will establish a set of Ground Rules with PSHE lessons, which will encourage a climate that is open and where everyone feels respected. Children should be encouraged to ask questions and their contributions will be valued. A worry box, or other appropriate method, will be available in classrooms so that children may ask questions or respond to a lesson out of the whole class situation.

Teachers should be aware of and follow our school's Safeguarding policies at all times during PSHE lessons.

Special Educational Needs

We teach PSHE to all our pupils. Learning opportunities are matched to the individual needs of children and lessons are differentiated appropriately. Activities and debates are also planned to challenge our most able pupils.

Assessment, recording and reporting

Pupils existing knowledge needs to be the starting point for all PSHE education work. Lessons include opportunities to assess against taught objectives. Written work is marked in line with the school marking policy. Progress may be reported to parents orally at two parents' evenings and in writing in the end of year report for each child.

Equal Opportunities and Inclusion

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. The school's programme of study for PSHE education is designed to ensure that all children have full and equal access. The school strongly believes that all pupils should have access to PSHE education that is relevant to their particular needs and the lessons will be planned, differentiated and delivered accordingly.

PSHE and ICT:

ICT makes a contribution to the teaching of PSHE as children using ICT learn how to work together in a collaborative manner. Through discussions on safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences (eg Thinkuknow activities - <https://www.thinkuknow.co.uk/>)

Monitoring and Review

The teacher with curriculum responsibility for PSHE will be responsible for monitoring the standards of children's work and the quality of learning and teaching. The Headteacher and PSHE Subject Leader will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

T Robinson
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