

Signature and date [FGB/committee chair]

Slimbridge Primary School

PSHE policy

At Slimbridge School 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 the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and "day-to-day" running of the school. PSHE and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focus on the development of these skills and responsibilities and help to develop the knowledge and understanding to make informed choices.

1. 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 to enable successful relationships with all members of the community.
- To learn to respect and understand common humanity, diversity and differences so that pupils 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, and of the 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 pupils' lives, to know and understand what it means to be a positive and active member of a democratic society and to make informed decisions about their beliefs.
- 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.

2. Links to other initiatives and policies

PSHE and PSED are linked with a variety of initiatives in place at Slimbridge Primary School. We are committed to giving our children the best information we can regarding healthy lifestyles, so that they are able to make informed choices for themselves and understand the importance of a maintaining their well-being.

At Slimbridge, 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, will develop their understanding of difficult issues (such as religion, politics and conflict), and this, in turn, will enable them to make better decisions for themselves, both inside and outside of school.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs. We ensure the inclusion of all pupils, for example pupils with Special Educational Needs, Gifted, Able and Talented pupils, and take gender and equality issues into careful consideration. This is done through carefully-planned lessons and, if necessary, the dedicated care of our Pastoral Team.

Philosophy for Children (P4C) is embedded throughout the school, supporting children to investigate, question and reflect on a wide range of social, emotional and philosophical questions.

PSHE and PSED, therefore, is delivered throughout the curriculum, both as stand-alone planned lessons (using Jigsaw), and within the whole school ethos, which continually promotes the central importance of PSHE and PSED to a well-balanced, child-centred curriculum.

The PSHE Policy should be read in conjunction with the Drug Education Policy, Sex and Relationships Policy and Healthy Eating Policy.

3. Teaching and Learning

Scheme of Work

The PSHE curriculum is based on the Jigsaw Curriculum. Jigsaw is a mindful approach to PSHE which includes Emotional Literacy, Social Skills and Spiritual Development. It covers all aspects of personal, Social, Health (including Drugs Education and Sex and Relationships Education), Financial and Citizenship Education, and ensures continuity and progression throughout the school.

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies six areas of learning, with Personal, Social and Emotional Development being a key foundation to the PSHE curriculum.

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.

4. Assessment, Recording and Reporting

In accordance with the school's Assessment 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.

7. 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 lead teacher.

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, type of task or activity. There is also an awareness of anything that might be deemed "sensitive" to a particular child. In this event, the child's parent or carer will be informed before the lesson or activity takes place.

8. The Role of the Subject Leader

The role of Cultural, Social, Physical and Well-being Subject Leaders is as outlined by the general school policy and job description, and includes:

- To prepare a policy and overview 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 keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- 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.

Last Reviewed January 2018