



Personal, Social, Health and Economic (PSHE) Education

Rationale

Personal, Social, Health and Economic (PSHE) Education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Children will develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. PSHE seeks to support all aspects of an individuals' development throughout life; helping children to value their achievements, deal with risk and meet the challenges of life now and in the future; identify their values and strive to live up to them.

'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

The impact of pupil behaviour and wellbeing on educational outcomes (DfE, 2012)

This policy links closely with school policies on:

- Relationships Education
- Anti-Bullying

The core and foundation subjects of the National Curriculum and the Early Learning Goals, do not themselves make up the whole curriculum but are required to be augmented by a range of cross-curricular themes of which PSHE is identified as one. The elements of PSHE will therefore be covered both by parts of the core curriculum and by additional, discrete curriculum time.

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It encompasses our ongoing work within National Healthy Schools Status and Mind Up.

We follow guidance on the PSHE curriculum as set out by the PSHE Association. There are 3 overlapping themes which are taught throughout the year in a spiral curriculum from Year 1 to Year 6:

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

Aims of PSHE

At Barlby we seek to enable our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be active citizens
- to understand economic wellbeing
- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future
- decide on values by which they want to live their lives

Staff Responsibilities

Role of the Headteacher

The Headteacher acts as a facilitator for PSHE Education within the school by:

- Ensuring PSHE is implemented across the school.
- Ensuring INSET, when appropriate.
- Providing a budget for sufficient resources.
- Enabling the co-ordinator to work alongside other staff, where appropriate
- Liaising with staff about record-keeping and assessment
- Monitoring of teaching and learning through lesson observations and PSHE outcomes
- Reporting to Governors about PSHE across the school

Role of the PSHE Co-ordinator

The co-ordinator:

- Ensures PSHE is implemented in classes across the school.
- Provides help and support to colleagues through help with planning, assessing and teaching of the subject.
- Ensures there is progression and consistent approaches throughout the school.
- Teaches exemplar lessons for other colleagues to observe where appropriate.
- Monitors PSHE planning, looks at outcomes and observes PSHE lessons.
- Keeps staff up-to-date on current issues.
- Determines resources needed by the school.

Role of the Class Teacher

The class teacher:

- Ensures PSHE is timetabled regularly.
- Delivers high quality PSHE lessons based on planning developed in the PSHE programme
- Records and assesses the children's outcomes in line with agreed procedures.
- Attends INSET when necessary.
- Liaises with and works alongside the co-ordinator, when appropriate.

Organisation

Curriculum content

Our programme for PSHE is based on the content set out by the PSHE Association. The skills in the three themes are adapted to meet the needs of the children in those year groups. Aspects of PSHE are also covered within other subjects and in special events (e.g. Autism Awareness Week, Children's Wellbeing Week). Fundraising opportunities also raise awareness in the school community (e.g. Children in Need).

Delivery of Curriculum

A range of teaching strategies are used as appropriate. These include:

- Circle time, role-play, discussion – whole class, small groups, 1:1
- Visitors e.g. Fire Brigade, local people
- Stories e.g. exploring behaviour of characters, creative activities
- Problem solving activities e.g. budgeting
- Pupil-initiated activities e.g. enterprise skills
- Mind Up curriculum e.g. brain breaks, mindfulness

There are timetabled Circle Time sessions governed by current affairs and classroom matters in KS1 and KS2.

Whole School PSHE

Achievement Assemblies are held to celebrate children's learning in different areas of the curriculum and extracurricular activities e.g. music awards or sports achievements.

Children are recognised for their efforts towards the Barlby Principles:

- Be creative
- Be determined
- Be respectful

Throughout the week children receive raffle tickets for each principle. In Achievement Assembly one ticket is selected from each box and the children are awarded accordingly.

In addition to the Barlby principles, acts of kindness are celebrated as a whole school. Children anonymously nominate a peer who has been kind who is then awarded accordingly.

Assessment

In PSHE there are two broad areas for assessment:

- Knowledge of subject content e.g. healthy bodies, rules, relationships etc.
- Understanding of subject content e.g. developing skills and attitudes through discussions, group tasks and activities

Clearly defined learning intentions assist the assessment process. Assessment complements the learning and teaching process in PSHE as, done well, it will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE programme. It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views and ideas or reflect on aspects of their own

behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment.

Assessment methods include 'Draw and Write', whereby the children identify their prior knowledge of a topic at the beginning of a term through the process of drawing and writing. After completion of the learning, the children return to the same 'Draw and Write' activity and add all that they have learnt. This allows the teacher to evaluate how much the children have progressed in their PSHE learning.

Reviewed: September 2020

To be reviewed: September 2021

'Learning together, hand in hand to be the best we can be'