

Wellgate Primary School PSHEE Policy

Introduction

The teaching and learning of PSHEE (Personal, Social, Health Economic Education) and Citizenship at Wellgate Primary School promotes pupils' good health and well-being. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, healthy, 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 their school and communities. Pupils learn to recognise their worth, learn how to work with others and become increasingly responsible for their own learning. Pupils are encouraged to reflect on their own experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, political and social institutions that affect their lives. They are encouraged to consider their responsibilities, rights and duties as individuals and community members. They learn to understand and respect our common humanity; diversity and differences to allow them to go onto form effective, fulfilling relationships.

Roles and Responsibilities.

The PSHEE Co-ordinator is Katie Marsh.

The named governor for PSHEE is Sue Lyman.

Aims and Objectives

The main aims of our PSHEE policy is to enable pupils to:

- Have a sense of purpose and develop self-confidence and self-esteem and encourage a belief in their ability to succeed.
- To help pupils understand themselves, physically, emotionally and socially
- To help pupils to understand and make positive relationships with others
- To show respect for the diversity of, and the differences between people
- To take responsibility for their own behaviour and learning
- To be Independent and responsible members of a community
- Know and understand a healthy lifestyle
- Be aware of safety issues and learn to keep themselves and others safe

Equal opportunities (Entitlement.)

In PSHEE, as in all other areas of the curriculum we recognise the value of the Individual and strive to provide equal access of opportunity for all.

Curriculum

All teachers across the key stages will be involved in the teaching of PSHEE. PSHEE is an integral and continuous aspect of all school experiences both inside and outside. It is delivered during a weekly timetabled session and some aspects are taught through cross-curricular links or other curriculum subjects such as Science and Religious Education. Each year group uses the SEAL materials, which are introduced, at the beginning of each half term during assembly. A degree of flexibility will be kept so that issues of the moment can be dealt with.

A variety of teaching styles are used to teach PSHEE linked to the key stage development or cultural diversity of the individual pupil. Circle time is a key approach used and we ensure strong links to the golden rules and positive behaviour management. Drama, problem solving, discussion, role-play and games are also used. Provision is also

provided through assemblies, extra curricular activities, visits, visitors, school council meetings, playtimes and special events in school.

Links with other policies

PSHEE is implicit in all school policies and is central to many, including policies on:

Behaviour

Anti-bullying

Religious Education

Special Needs Education

Equal Opportunities

Race Equality

Sex and Relationships

Drug

Health and safety

Child Protection

Teaching and Learning

School Food Policy

Smoking Policy

Monitoring, assessment, evaluation and reporting to parents

In Foundation Stage pupils are observed and assessed against the Early Learning Goals for Personal, Social and Emotional Development in the Foundation Stage Profile.

In Key Stage one and two there are no statutory requirements for end of key stage teacher assessment in PSHEE.

Teachers assess the pupils work in PSHEE by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHEE framework.

We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage, as outlined by the National Curriculum Guidelines.

Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental.

Pupils progress is reported to parents at parent open evenings and Annual reports also contain comments on PSHEE.

Background Information

This policy was informed by the National Curriculum Documents, QCA Scheme of work, Social, Emotional (SEAL), Aspects of Learning The Five National Outcomes of Every Child Matters, and the achievement of National Healthy Schools Status.

Resources

The Subject Co-ordinator is responsible for the upkeep, and purchasing of central resources. PSHE is allocated an annual budget that is used to purchase any necessary equipment requested by class teachers. SEAL materials are available to all staff on the school network.

Review

This policy will be monitored and evaluated by the Subject Co-ordinator in consultation with the head teacher, all staff, pupils, parents and carers.

This policy will be reviewed in September 2010.