



The Ellis CE (VA) Primary School

PSHE Policy

Completed and approved RH. To be reviewed December 2023.

THE ELLIS C.E. (VA) PRIMARY SCHOOL

PSHE POLICY

Our school promotes the health and well-being of all its pupils and staff through a well-planned curriculum that promotes learning and healthy lifestyle choices.

RATIONALE

At The Ellis, we believe that Personal, Social, Health and Economic Education (PSHE) 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 to help develop their sense of belonging and self-worth. We show them how society is organised and governed. We ensure that they experience the process of democracy in school through in class activities and the election of the school councillors. We teach them about rights and responsibilities and provide them with opportunities within school to undertake a variety of roles. They learn to appreciate what it means to be a positive member of a diverse multicultural society within school, the local area or as part of the wider community.

AIMS AND OBJECTIVES

The aims of personal, social, health and economic education enable the children to:

- know and understand what constitutes a healthy lifestyle, including First Aid;
- be aware of safety issues, including understanding consent and negotiating life online;
- be able to recognise risk and deal with it appropriately;
- understand what makes for safe, healthy relationships with others;
- have respect for others;
- 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;
- to have mental health and wellbeing needs met, (through Thrive activities)
- to raise children's aspirations and broaden their understanding of the world of work.

EXPECTATIONS

By the time children leave our school we expect them to be happy, confident and responsible members of society who take ownership for their own choices and actions and are prepared for modern life..

TEACHING AND LEARNING

At The Ellis we use a wide range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of special school events and activities to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

CURRICULUM PLANNING

We teach PSHE in a variety of ways, either as stand-alone lessons or as discrete subjects, e.g. drugs education, (See Drugs Policy) Relationships Education, Relationships and Sex Education and Health Education (See RSE policy) PSHE is also delivered within our topic cycle or through other subjects, e.g. when teaching about healthy lifestyles in Science.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Year 2 and Year 5 children, where there is a particular focus on developing pupils' self-esteem, independence and co-operative skills.

At The Ellis we use the 1decision scheme of work and their learning objectives as the basis for our curriculum planning and within that we teach Relationship Education, Relationship and Sex Education (RSE) and Health Education. (HE)

We also offer children opportunities to access Thrive lessons as and when they might need them to help improve their wellbeing and self-esteem either as an individual or as part of a small group.

In addition to the 1decision scheme children in Year 5 also take part in the Archie Project and in Year 6 children take part in the Enterprise Scheme.

We plan the PSHE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly more informed as they move up through the school. It is tailored to meet the needs of the School's pupils and community.

FOUNDATION STAGE

We teach PSHE in our Foundation classes as an integral part of the EYFS curriculum and relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aims of developing a child's personal, emotional and social development as set out in the ELGs.

SPECIAL EDUCATIONAL NEEDS

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

ASSESSMENT AND RECORDING

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Reflection time offers the children the opportunity to reflect on their own progress.

Throughout the year, staff record progress for each year group by tracking using the 1decision module trackers. Children have individual folders which they take with them through school and we also have some photographic evidence. Children also complete self-assessment sheets at the end of each module to demonstrate their personal development and these allow teachers the opportunity to review each child's progress.

RESOURCES

Resources for PSHE can be found online on the 1decision website. We have additional resources in the library to enhance children's learning. Our PSHE lead and class teachers also hold a selection of other relevant materials.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the Head Teacher and the PSHE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PSHE subject leader has specially allocated, regular management time in order to review evidence of the children's work.

INCLUSION - EVERY CHILD MATTERS

All children are given every opportunity to achieve their best. We achieve this by planning curriculum delivery that will meet the needs of all children, whatever their gender, special educational needs, ability, disability, social, or cultural background, faith, ethnicity or linguistic background.

We meet the needs of all children by:

- Providing resources that reflect diversity and are free from discrimination or stereotyping;
- Using a range of teaching strategies that are based on their needs;

Ensuring access to every activity where it is safe and reasonable to do so.

Note: This PSHE policy should be read in conjunction with the other school policies.

PARENTS

The school includes information on sex and relationship education in the school website.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex education delivered as part of statutory RSE.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

REVIEW

This policy will be fully reviewed every 3 years but may be periodically up-dated to reflect any national, local or school based initiatives.

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