



PRIMARY POLICY FOR PERSONAL, SOCIAL, HEALTH AND EDUCATION (PSHE)

RATIONALE

At Derby High we believe that the personal, social and health education of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn to feel valued, supported, safe and secure. It is the school's aim to develop the **whole** child. An important strand of PSHE is helping children to explore what they know and feel, to clarify their sense of uniqueness, and to develop their self-esteem. Children who have a strong sense of their own worth are more able to make sound decisions affecting their health and well-being in that they act with a sense of responsibility towards themselves and society.

We believe it is our responsibility to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social, cultural, economic, emotional and physical development of our children.
- Prepares children with the knowledge, skills, understanding and awareness for becoming responsible young adults.
- Provides information about keeping safe, making healthy choices, emotionally and physically.
- Encourages children to understand how all actions have consequences and how they can make informed choices to help their well-being, including others and the wider community.
- Recognises and celebrates the diversity of its population, supporting the children to celebrate their differences, whilst respecting others regardless of race, age, religion and belief, gender and family background (Equality Act 2010).
- Helps the children to be responsible 'digital citizens', understanding online safety, (in conjunction with Computing lessons).

THE NATURE OF PSHE

PSHE permeates the whole school curriculum. They are also a part of the school's ethos and moral framework. They are communicated through all personal experiences children encounter at school, and are developed through a range of activities beyond the classroom:- assemblies, playtimes, dinner times, clubs, school visits, concerts, plays, festivals, etc.

PSHE is concerned with children's qualities and attitudes, knowledge and understanding, abilities and skills in relation to themselves and others. Derby High School actively promotes British Values by teaching about democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths/religions and beliefs. However it is opposed to the promotion of partisan political views in the teaching of any subject or through any extracurricular experiences.

It addresses social responsibility and morality and it helps pupils to be considerate and confident, preparing them for active involvement in family, social and community life.

AIMS

In our school we aim, through implicit and explicit learning experiences, to:

- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance in line with British Values.
- Develop an awareness of social, economic, political and ecological issues.
- Encourage the development of informed and responsible life choices.
- Develop positive attitudes towards health and well-being as well as physical and emotional changes.
- Foster self-respect and self-esteem among all members of the community.
- Prepare children for the opportunities, responsibilities and experiences of adult life.

Within this curriculum area we recognise:

- Health Education– which helps the children to develop a healthy lifestyle.
- Citizenship– which promotes taking a responsible role in society.
- Drug education– education in the safe handling of medicinal drugs as well as the consequences of misusing substances.
- Sex and Relationship Education– ensuring that children become more aware of themselves as people and that they understand the importance of relationships and the process of development and reproduction, including body image. See RSE Policy.
- Social and Emotional Aspects of Learning – including Mental Health and Wellbeing, which is concerned with ensuring that children have both interpersonal and intrapersonal skills and understanding, to help them cope with the social and emotional situations with which life presents them.
- Money sense – which helps the children to develop healthy habits for saving and spending.
- Online Safety in conjunction with the Computing curriculum.

Within the taught curriculum and through every aspect of school life, children should be given frequent and regular opportunities to consider their feelings, the feelings of others and to practise their personal and interpersonal skills.

ENTITLEMENT & IMPLEMENTATION

All children should have access to sound pastoral care from their teachers and other staff with whom they have contact. It is the responsibility of our staff to ensure the delivery of PSHE during the child's time with us. The Primary Department covers the same half-termly themes within each year group, taught at an age-appropriate level. Displays and Key Stage assemblies will also reinforce the learning taking place across the Primary school.

Our scheme of work encompasses the following key areas presented as questions for each half term:

Are we making good choices?	Rights and responsibilities
How can we help our community?	Citizenship, Money and Environment
How can we stay safe and healthy?	Health and Safety
Who are we?	Identity
How do we grow and change?	RSE Scheme/ Body Image & Feelings
What happens next?	Transition/Personal Strengths/Worries

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be incorporated. The curriculum will include an ethos which promotes PSHE through:

- Encouraging everyone to take responsibility for their actions through agreement of class rules.
- Involving children in the setting of their targets for learning.
- Election of Head Girl/Boy, Sport, House Captains, School Council and Eco representatives in a democratic manner, which actively develops the direction of the school.
- Encouraging children to take responsibility for their behaviour and to help others.
- Encouraging children to recognise and respect differences between people.

It will provide opportunities for:

- Circle time and class discussion.
- Reflection, sharing and showing.
- Role play and drama, including class assemblies.
- Coming together for assemblies to share in, and celebrate the personal achievements of others.
- Planning curriculum events which encourage the school to work together, e.g. House related topic days or cross-curricular activities.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.

The promotion of a healthy lifestyle and self-confidence will be encouraged through:

- The provision of lunch time and after school clubs which help foster a healthy lifestyle and encourage children to explore individual talents.
- Providing opportunities in school for children to learn a musical instrument or a new activity.
- Encouraging children to take responsibility within school through various initiatives.

The involvement of the whole school community will be encouraged through:

- Encouraging parents/carers to support trips or school events.
- Regular newsletters.
- The Parent-Teacher Association.
- Charity events and fundraising.
- Information evenings.

Teachers will ensure that all areas in the Scheme of Work are covered. In addition, teachers will aim to set aside time in class to discuss matters arising from School Council/Eco meetings.

CROSS-CURRICULAR LINKS

Many opportunities will occur to explore PSHE across the curriculum and we aim to make relevant links to ensure all receive the best learning opportunities. Examples include:

- Science- healthy lifestyles, drugs, sex and relationships education.
- Literacy- using texts to discuss sensitive issues such as bullying and developing communication skills through debates.
- Computing- to use as a research tool, e.g. to explore Human and Animal Rights.
- Geography- to explore environmental issues.
- History- to explore how rules and laws have developed. How democratic processes have evolved along with British Values.
- R.E.- to promote respect and understanding of all faith communities.
- Art- as a tool to convey emotions and promote issues.
- P.E.- to focus on teamwork, rules and fair play.
- T4L – this overarches all areas teaching and supports mental health and wellbeing

MONITORING

The monitoring of a child's development in PSHE and Citizenship is the responsibility of the class teacher and any other staff involved in its delivery.

ASSESSMENT/ EVALUATION/REPORTING

The assessment of PSHE will take place as appropriate. Class portfolios will provide evidence for topics covered, however, written work will not be formally marked or assessed, as it is considered a tool for learning in PSHE, not a product. Clear learning objectives will support all activities. Staff should look for a child's development of the following and report on these areas at the end of the year in the Summer Report:

- Independence of mind
- Respect of truth
- Persistence
- Flexibility
- Skills in questioning
- Skills in organising their own work
- Ability to work independently and cooperatively
- Confidence
- Sensitivity towards others
- Understanding relevance of what s/he does in class to personal interests and life beyond school

At the end of a Key Stage, teachers are not expected to assess or report a level of a child's spiritual, moral, cultural, mental and physical development. However, a child's strengths and weaknesses in these areas may be identified and highlighted in the end of year report to parents.

RESOURCES

- I am, I know, I can.
- Body Image in the Primary School
- Money Sense
- Thinking for Learning
- Other reference books, DVD'S, etc. are located in the Infant and Junior Staffroom, classrooms, or library, pertaining to various curricular areas.
- First Aid lessons are arranged through St. John Ambulance for children in Y6.
- Visits are arranged or visiting speakers
- PSHE Association Membership and Planning Toolkit

SUBJECT REQUIREMENTS

Our recommendation: KS1 & KS2 – 30-40 minutes per week for a more specific PSHE lesson (a minimum of 4 per half term), half termly assemblies, plus any extra needed at the class teacher's discretion for circle time, discussion of School Council/Eco material, elections, cross-curricular investigation or matters arising.

REVIEW

This policy will be reviewed yearly by the Coordinator, assisted by the rest of the staff.

Written by: SEv	Reviewed and Approved by: MHa
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