



St. Giles Junior School

Policy Name: PSHE Policy

Context

There is an increasing concern about promoting social inclusion and reducing health inequalities, with particular concerns about children and young people's mental health; alcohol and substance abuse; rates of teenage pregnancy; sexually transmitted infections; bullying in schools; and improving school standards. Schools have a clear role to play in addressing these concerns. Increasing evidence shows (Rivers and others 1999) that a whole school approach to PSHE contributes to school improvement and the promotion of health and well-being.

- o Relevant school information:
- o Number of pupils on roll
- o Number of free school meals
- o SEN data:
- o Gender:
- o Ethnicity:
- o Other health-related information or data:

The process of policy development

Name of PSHE co-ordinator:

Consultation Process

- o This policy was created in November 2008.
- o A draft copy of this document was made available on the school website and hard copies were obtainable from the school office.
Parents were able to express their views and opinions through the parent policies booklet/ECM survey/
- o Staff, governors and school council discussed the draft policy and gave their views.

- o The school health adviser (school nurse) received a draft copy to comment upon.

The policy

The PSHE policy provides an overarching framework for all PSHE related policies in school. These include:

- o Sex and Relationships
- o Drug Education and the management of incidents in school
- o Confidentiality
- o Using outside visitors in school
- o Safe-guarding
- o Healthy Eating
- o Inclusion

For detailed information on these aspects, these policies should be read in conjunction with this PSHE policy statement.

What is PSHE?

PSHE is the planned provision for emotional and social development. They will help children and young people develop a secure sense of identity and to function well in the world. PSHE includes three elements:

- o The acquisition of accessible information that is relevant to children and young people's lives and experiences, maturity and understanding
- o Exploration, clarification and the development of attitudes and values that support self-esteem and are positive to health and well-being
- o Development of personal and social skills to enable emotional development and interaction of other as well as making positive health choices and actively participating in society

School ethos and PSHE

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- have a strong school leadership team that puts a high value on the role PSHE & Citizenship plays in our school's development and well being.
- have a whole school approach to the personal, social and emotional development of our pupils
- have a planned and balanced delivery of PSHE & Citizenship that is well resourced
- are beginning to assess, record and report on pupils' achievements
- give pupils a voice through school council, questionnaires and circle time.
- develop and encourage partnerships with parents, carers and our local community
- encourage staff professional development, health and welfare
- work with pupils support services

School curriculum

PSHE is central to achieving the aims of the national curriculum. PSHE addresses the five ECM outcomes, offers coherence and helps to demonstrate how a school is meeting the requirements to achieve these outcomes. The national curriculum offers a non-statutory framework for PSHE that is delivered through four strands at all four key stages:

Pupils should:

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop with good relationships and respect differences between people

There is ongoing evaluation and monitoring of the programme for PSHE and citizenship.

The long term plan for PSHE can be viewed in appendix A.

Approaches to teaching and learning

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and

actively involved. The school promotes using a range of teaching and learning styles such as:

- o Group work – a key opportunity to practice social development
- o Active learning – doing, reflecting, learning and applying
- o Working independently – reflecting on personal needs and goals

Assessment, recording and reporting

Assessment within PSHE consists of both summative and formative assessment.

The three types of assessment we plan into PSHE are:

- o Pupil self – assessment: check-lists, diaries, displays, portfolios, draw and write
- o Peer group assessment: oral feedback, graffiti sheets, video or audio tapes, presentations
- o Teacher assessment: teacher observations, reviewing written work, end of unit tasks/tests

Dissemination and review

The policy will be disseminated widely. All staff members and Governors receive a copy of the PSHE & citizenship policy. Training is regularly delivered to staff on the policy content. Hard copies are available from the school office on request from parents. An electronic version is available on the school website for parents and prospective parents as well as other interested parties.

The policy will be reviewed annually. The next review is November 2009.