



PSHE Policy

Principal Vision

At Glenmere we are committed to the development of children's social, emotional skills, children's self-esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

AIMS AND PURPOSES

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
 - To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

LINKS TO OTHER INITIATIVES & POLICIES

PSHE and PSED are linked with a variety of initiatives in place at Glenmere Primary School. We are involved in the Healthy Schools Initiative and we are committed to giving our children the best information we can with regard to healthy lifestyles, so that they are able to make informed choices for themselves. Our children are encouraged to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. Children that are given the opportunity to share their ideas and opinions within the safe environment of the classroom are children who will ultimately grow in confidence; enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council with elected and representative members from classes in KS1 and KS2. The Council meet regularly to discuss the views of pupils, to make decisions and draw up action plans which contribute to school improvement.

The PSHE Policy should be read in conjunction with the British Values policy, Drug Education policy and Sex and Relationships policy.

APPROACHES TO TEACHING AND LEARNING

Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils. All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum. The curriculum is taught through the R-time scheme of work. This allows teaching to be approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school. ICT is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet, using I pads to record their own work digitally or pupils using power point or other electronic formats to record and present their learning to others.

ASSESSMENT, RECORDING AND REPORTING

Children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers to match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

INCLUSION

Children of all abilities and beliefs have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate. Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

THE ROLE OF THE SUBJECT LEADER

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.