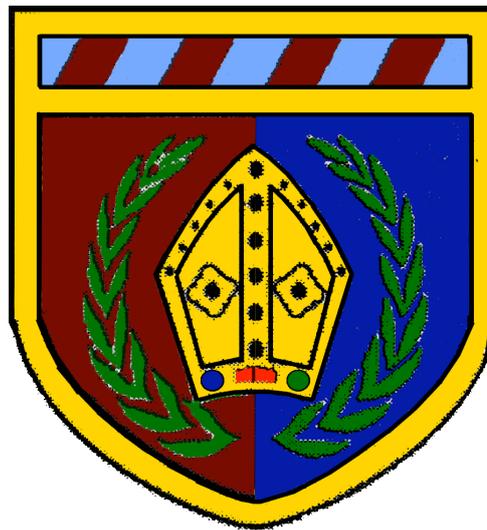


# St John Fisher Catholic Primary School



## PSHE Policy

"To live, love and learn and learn in our caring community"



### Introduction

Personal, social and health education (PSHE) is the planned provision of the personal and social development of all pupils within a healthy school. Implicit within this provision is the personal and social development of individual pupils. The acquisition of **skills, attitudes and values and knowledge and understanding** is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development and for their preparation for the opportunities, responsibilities and experiences of adult life. Successful PSHE and Citizenship education is achieved through formal and informal learning and from experiences and relationships throughout the school.

This policy document identifies effective strategies for the successful implementation of this area of the curriculum.

### Aims and Objectives

This school believes that personal and social development lies at the heart of educational achievement. All staff and adults in the school have an important role to play in promoting the personal and social development of all our pupils. On the one hand this will enable them to develop the confidence and abilities to become effective learners and on the other, it will support pupils as they move from childhood through adolescence to become independent young people and responsible citizens.

All staff and adults in the school will help pupils to acquire the **skills, knowledge and understanding and values and attitudes**, which underpin their personal and social development:

To understand and manage their emotions; to sustain worthwhile relationships; to value themselves and respect others; to contribute to their communities; to appreciate difference and diversity; to participate actively in our democracy; to safeguard the environment; and to act in the wider world in a responsible way.

By doing this pupils will be helped to develop a love of learning for its own sake, will become effective learners and thereby will make the most of their own and others' potential.

### Management and Co-ordination

All senior managers have responsibility for managing the implementation of the school's PSHE policy. The PSHE co-ordinator has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

Senior managers therefore need to ensure that they:

- Disseminate the PSHE policy to all members of the school community so that it is thoroughly discussed and well understood
- Identify clear roles and responsibilities for policy implementation

- Make explicit the underpinning aims and values and attitudes of PSHE
- Promote the development of good relationships within and beyond the school
- Promote equality of opportunity
- Seek and make provision for ongoing professional development on PSHE
- Identify the implications and links of PSHE to other school policies and to all areas of the school's development
- Include PSHE in the school development plan

### Staffing and Staff Development

All staff, including support staff, need access to professional development and support that relates to the PSHE curriculum and its style of delivery. A range of provision will need to be identified that meets staff needs across a range of roles and responsibilities.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems.

### Curriculum organisation and planning

PSHE will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- **Discrete curriculum time**  
By both key stages timetabling PSHE lessons once a week, covering PSHE, SEAL and whole school priorities.
- **Through and in other curriculum areas**  
By creating cross curricular opportunities to reinforce PSHE teaching and planning PSHE topics so that it is relevant to what is currently being taught in each year group.
- **Through activities, school events and ethos**  
By involvement in the Coventry Healthy Schools programme, promoting good attendance, the taking of responsibility, good relationships, positive behaviour, challenging sexist and racist attitudes, Playground Pals and other listening systems such as pastoral support at lunchtimes, SEAL support and intervention time for 1 to 1 and small groups, Play buddies, being aware of the language we use, the use of support and guidance systems to raise achievement, providing a range of extracurricular activities including residential experiences.

The responsibility for a **whole school approach** to PSHE is held by the Head teacher.

The responsibility for the **timetabled** PSHE programme is held by the coordinator. In this role the coordinator, in consultation with staff, parents, pupils and governors will develop **key stage plans** and **schemes of work** taking into account the National Curriculum requirements, school priorities for the personal and social development of the

pupils, local priorities and initiatives, other government policies and the special needs and maturity levels of individual pupils.

Class teachers will be responsible for developing **half termly plans** which will include clearly identified learning outcomes and time for reflection on personal and social learning.

The school will ensure **progression and continuity** in PSHE by including PSHE in the school development plan, making provision for ongoing professional development of PSHE, linking PSHE to other school policies and to all areas of the school's development and by setting measurable targets each year to be evaluated.

### Curriculum Delivery

In order to cover effectively the three aspects of PSHE: **Skills, Values and Attitudes and Knowledge and Understanding**, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through:

- circle Time
- working in pairs and groups as well as whole class
- 1 to 1 work
- use of drama and role play
- use of puppets and role play toys
- use of stories
- use of picture prompts
- games
- lego club
- hot seating
- personal goal setting
- visits to or from outside agencies

**Resources** which support this area of the curriculum will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE. Overall responsibility for PSHE resources is held by the co-ordinator. Resources supporting aspects of the programme will be stored in the Key Stage 2 building in classrooms or cross year groups.

In addition to existing resources, the school aims to review and update PSHE resources regularly in accordance with budget allocation. Budget allocation for PSHE will be subject to the same processes as other areas of the curriculum.

### Partnerships

The school values working in partnership with parents and carers and with the wider school community and sees this as an essential element of PSHE. Partnership working will be promoted through home-school contracts, family extracurricular activities, social events, Cuppa and a Chat sessions, enrolment and parent's evenings, reporting to parents, open days, the Parish, the Share programme, the parent's association and the use of partnership centres.

### Equality of Opportunity

In accordance with school and LEA policy, a commitment to **Equal Opportunities** will be built into all aspects of PSHE. This will be ensured by provision for SEN/EAL pupils, resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive school ethos, celebrating cultural diversity and monitoring of different groups.

### Assessment, Recording and Reporting

The assessment, recording and reporting of PSHE and Citizenship will take place in accordance with whole school policy.

**Assessment** in PSHE should not imply that pupils are failing as people or as citizens. It should not be a judgement of worth, personality or value of an individual child or their family.

Achievement and progress in PSHE will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including written work and drawings, discussion, quizzes, scrutiny of work, pupil self-assessment and peer assessment and teacher observations.

The **recording** of these assessments will take the form of folders of work, teacher's records, PSHE class diaries and annotated planning.

The **reporting** of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through feedback to individual pupils orally and in written form, recognition of individual or group achievements through certificates/awards feedback to parents at parent's evenings and informal discussions throughout the year and written reports to parents at the end of the academic year.

### Monitoring, Evaluation and Review

Provision for PSHE, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE co-ordinator by checking that whole school PSHE objectives are met, standards of teaching and learning expected are achieved, there are adequate

resources, Schemes of Work are being taught appropriately, standards are being maintained as part of the Coventry Healthy Schools programme and continue to consult with staff, pupils, parents and governors.