



St. Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

Personal, Social, Health and Economic Education (PSHE) Policy

Committee responsible for policy	Curriculum and Achievement
Coordinator	Hannah Stringer
Statutory/Non-statutory	Non-STATUTORY for PSHE, Statutory for RSE element
Frequency of Review	Free to determine – every 4 years or earlier if required
Date of last review Approved by Staff/ SLT/ Committee /FGB	March 2022
Date of next review	March 2026
Purpose of policy	To outline the requirements of the curriculum subject
Consultation	Staff
Links to other policies	RSE Policy, All other subject policies Marking, Planning and Assessment

1 Aims and objectives

1.1 Personal, social, health and economic education (PSHE), RSE (Relationships and Sex Education) 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. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council at Key Stage 2. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

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

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;

- understand what makes for good relationships with others;
- have respect for others;
- develop an understanding of what is socially acceptable behaviour and learn to apply it in their school and everyday life;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence, self-esteem and self-worth, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school, the parish and the wider community, respecting and celebrating differences between people.

2 Teaching and learning style

2.1 We use a 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 school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised 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.

3 PSHE curriculum planning

3.1 We advocate a whole-school approach to the teaching of PSHE because it is recognised that children's '...personal and social development is influenced by many aspects of school life' (QCA, 2000). Therefore the PSHE curriculum is provided using a combination of ways.

3.2 In some instances, e.g. drugs education, it is taught as a discrete subject. At other times we introduce PSHE through other subjects and curriculum areas, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. The RSE elements of PSHE are taught through discrete lessons using the TenTen RSE programme. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we teach much of the PSHE curriculum through our religious education lessons.

3.3 We also develop PSHE through activities and whole-school events, e.g. at Key Stage 2 the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Years 5 and 6, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. At the Foundation Stage and Key Stage 1 familiar situations and children's current interests are used as a meaningful starting point for discussions and role-play.

3.4 As participants in the Local Healthy Schools Scheme, we consult with the wider community on matters related to PSHE. We listen to the views of our pupils and engage in local activities such as Junior Citizens when appropriate.

4 Access to the PSHE curriculum

4.1 Children's abilities and individual needs are addressed during the teaching of PSHE. Our teachers provide learning opportunities matched to the needs of all children so that they will have the opportunity to develop particular skills and be supported or extended as their individual needs change. When teaching PSHE, we consider any targets set for specific children in EHCPs (Education Healthcare Plans) or SEN support plans.

5 Assessment and recording

5.1 Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. A record of curriculum coverage is kept on the PSHE curriculum subject map. PSHE and RSE specific recorded work is kept in individual pupils' folders. In Early Years children's progress is monitored each term in their individual Foundation Stage Profile. We have clear expectations of what the pupils will know, understand and be able to do at the end of the Foundation Stage, and at Key Stages 1 and 2.

6 Resources

6.1 We keep resources for PSHE in the Inclusion Office, individual classrooms and on the central server. Resources, including books, posters and artefacts, are regularly reviewed and updated to support the teaching of PSHE. A selection of reference materials for teaching sensitive issues is available for staff to access.

7 Monitoring and review

7.1 The PSHE subject coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject coordinator supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. We allocate special time for our subject coordinator to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.