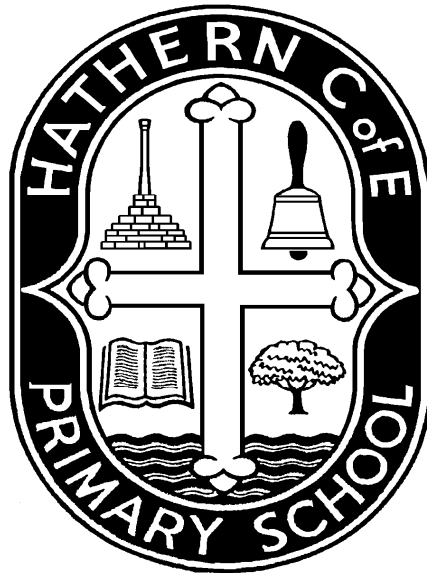


Hathern Church of England  
Primary School



**Personal, Social & Health  
Education Policy**

At Hathern Church of England Primary School, we believe in  
**'Learning and Caring Together'**

## **Personal, Social and Health Education (PSHE) Policy**

PSHE is concerned with the emotional health, well being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. There are very strong links between PSHE and our approaches to behaviour and discipline.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, others and the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

### **The aims of PSHE and how these contribute to the school's aims.**

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

### **Sex and Relationships Education**

Sex and Relationships Education (SRE) is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'. (DfES, 2000)

In our school, SRE is taught as part of the Science and the PSHE curriculums.

SRE is taught discreetly in FS, Y1, Y2, Y4 and Y6.

There is a school Scheme of Work for SRE and an associated SRE Policy (see Policy Drawer, Conference Room). All staff are provided with the guidance necessary to deliver SRE effectively; this includes individual lesson plans.

### Drugs Education and Awareness Education (DAAE)

This is also part of the Science and PSHE curriculums. DAAE is taught discreetly in Y2 and Y5. As with SRE, there is a Scheme of Work for DAAE and an associated DAAE Policy (see Policy Drawer, Conference Room).

All staff are provided with the necessary guidance – including Lesson Plans – to deliver DAAE.

### SEAL

We use the SEAL – Social and Emotional Aspects of Learning – programme to facilitate our teaching of PSHE and citizenship; it is the backbone of our PSHE curriculum. Each half-term sees the introduction of a whole-school theme. Within each theme there are suggested lesson plans and resources to facilitate learning. Alongside the SEAL Units are certain specific Citizenship Units that MUST be taught.

The themes are:

|      | Aut (1)        | Aut (2)  | Special Theme      | Spring (1)   | Spring (2)  | Summer (1)   | Summer (2)   |
|------|----------------|--|--------------------|--|---|--|--|
| KS1  | New beginnings | Getting on and falling out   | Say no to bullying | Going for Goals<br><b>or</b><br>QCA Unit 4: People Who Help Us | Good to be me   | Relationships<br>+<br>FS SRE<br>Y1SRE<br>Y2 SRE +<br>DAAE                                  | Changes<br>+<br>FS SRE<br>Y1SRE<br>Y2 SRE +<br>DAAE                      |
| Y3&4 | New beginnings | Getting on and falling out   | Say no to bullying | Going for goals  | Good to be me   | QCA Unit 7: Children's Rights<br><b>or</b><br>QCA Unit 8: How do rules and laws affect me? | Changes<br>+<br>Y4 SRE   |
| Y5&6 | New beginnings | QCA Unit 10: Local Democracy<br><b>or</b><br>QCA Unit 11: In the Media | Say no to bullying | Going for goals  | Good to be me<br><b>or</b><br>Young Business Enterprise project | Relationships  | Changes<br><b>or</b><br>QCA Unit 12: Moving On<br>+<br>Y6 SRE<br>Y5 DAAE |

Where there is an '**or**' option, this is actually a 2-year rolling programme – the designated SEAL Unit one year, content of the QCA Unit the next; this affords the school breadth and balance.

Class Teachers must keep track of 'foci' from year to year to avoid duplication or omission.

The SRE and DAAE Schemes of Work are to be 'fitted in' around the PSHE/SEAL themes as well as the Science curriculums.

Where cross-curricular working is possible this is to be encouraged.

## **Learning and Teaching**

PSHE is taught through interactive learning. Discussion, debate, speaking and listening are used to develop interactive learning and, therefore, implementing effective personal, social and health education.

The interactive method is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

PSHE is taught in four ways at Hathern Church of England Primary School:

- a designated timetabled slot is scheduled each week; this is 'partnered by PE to create a 'Personal Development and Well-Being' afternoon
- through designated Science lessons (SRE/DAAE)
- through cross-curricular provision i.e. where an element of PSHE is appropriate in Geography, History etc.

These are the 'taught curriculum' elements.

However, PSHE is also 'delivered' through the 'caught curriculum' – the values and ethos of the school – through day-to-day experiences and provision.

***(x-ref Learning and Teaching Policy)***

## **Assessment and recording**

Teachers use Assessment for Learning (AfL) principles and practices/techniques to promote pupil self assessment and clarify future learning objectives.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers to identify pupils' progress which is well above or below that which is expected.

***(x-ref ARR Policy)***

## **Inclusion**

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

***(x-ref Inclusion Policy)***

## **Confidentiality**

Class Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner and in confidence. Class ground rules are established during PSHE activities to ensure children feel safe & are willing to explore sensitive issues (for specific SRE and DAAE guidance refer to associated policies and Schemes of Work).

Staff are always available to discuss issues with any parents. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters can not remain confidential.

Staff will report such incidents to the Designated Senior Person for Child Protection – the DSP - who will decide whether the matter should be dealt with as a child protection issue (see Child Protection Policy).

***The DSPs are: Mr. Stephen Dunn and Mr. Guy Stephenson***

***(x-ref SRE Policy, DAAE Policy, Confidentiality Policy, Security Policy)***

## **Visitors, voluntary helpers & out of school visits.**

The school uses several outside agencies to contribute to the PSHE programme. e.g. School Nurse, Firefighters, Police Officers, etc.

Preparation and planning of visits is carefully undertaken in order to maximize the benefits of the visit. Visitors and helpers are made aware of the School's PSHE Policy and expectations with regard to confidentiality. Visitors do not take sole responsibility for classes and class teachers or teaching assistants are always present.

***(x-ref Volunteers Policy).***

All regular visitors are CRB-checked and details are included in the school's Single Central record – SCR.

When planning out of school visits, all staff follow policy and guidance outlined in the school's Educational Visits Policy; this ensures that visits add to the quality of PSHE provided and secure the safety of children.

## **Staff development and training opportunities**

Many of the issues raised in PSHE activities are sensitive. It is important that all staff are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;

- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school-based training.

**Leadership and management roles**

The subject leader has the responsibility to take a lead in developing PSHE across the school.

May 2013