



Stretton Sugwas Academy

PSHE Policy

Reviewed: Spring 2017

Mr B Ford

Introduction

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The 2014 National Curriculum outlines that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Guidance from the Department for Education (2013) states:

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Aims

At Stretton Sugwas Church of England Academy, PSHE permeates all aspects of school life and the curriculum. Staff plan meaningful PSHE opportunities, whether they are regular lessons, stand-alone experiences or tasks flexibly intertwined within other curriculum areas.

The school's deep foundation of Christian values, as well as British values, enhances this by also developing the spiritual, moral, social and cultural (SMSC) understanding of each pupil.

It is the primary aim of Stretton Sugwas Church of England Academy to create well-rounded children, who are healthy in mind, body and soul.

Opportunities

All pupils will be given opportunities such as:

- Developing independence, confidence and self-worth. As a school we aim for every child to appreciate their uniqueness and value as an individual and the

- important role they each play within the life of the school and the wider world.
- Being treated as a special and exceptional person.
 - Valuing and respecting belongings, living things and the environment, appreciating the awe and wonder of God's world.
 - Being able to share in worship.
 - Feeling supported through difficult situations both in school and in their personal lives. All members of staff will try to equip children with the skills needed to deal with life's challenges seeking outside support where necessary.
 - Enjoying positive relationships with peers, having respect for children who may be different to themselves but showing willingness to work and collaborate with all children regardless of race, ability, gender or social background.
 - Developing their understanding of a healthy, safer lifestyle and using this knowledge to make informed decisions and choices in the present and in the future.
 - Becoming a responsible British citizen who knows they can make a difference to others around them and further afield through fund raising and work within the local and global community.
 - Developing their understanding of how to stay safe, both in the physical world and the online community.
 - Understanding how their bodies work healthily and the changes that they go through.

Organisation

By its nature, much of the PSHE curriculum is taught and encouraged discretely. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour. This will involve providing support and ideas in relation to solving problems independently.
- Modeling good practice in attitude, commitment and work ethic.

Developing responsible citizens should also be interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and visit leaders listening and showing appreciation for their

time. Cross-curricular links will be made where appropriate such as in PE /Science – Healthy Life Styles, Drug Education and Sex and Relationships.

As a church school, there is also a large overlap between the programme of study for religious education and the aims of PSHE. We aim for our children to become upright members of the community who feel loved and cared for by our school family and, most importantly, God. We therefore deliver a considerable amount of the PSHE curriculum through our religious education lessons, using the Bible and teachings of Jesus as a basis from which our inclusive values and attitudes towards all people grow and flourish.

Teaching and Learning

We use a range of teaching and learning styles, including the children in activities such as: discussions, role play, games, 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 like assemblies or open days, involvement in activities to help other individuals or groups, for example local nursing homes.

Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour.

Children have opportunities to meet and work with members of the community, such as healthworkers, fire fighters, 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. Children will take different roles of responsibility during their school life.

A range of activities outside the classroom include:

- Assemblies
- Visits to places of interest
- Extra-curricular activities
- Outdoor pursuits and team building in Year 6
- Eco Committee
- Sports Leaders
- Y6 Prefects
- Buddy system
- School Council
- Fund raising and charity work
- Interaction with members of the local community, visiting speakers and professionals

Community Involvement

There are strong links with the local church and this provides opportunities for pupils' spiritual development. Links with local voluntary groups enable pupils to develop their understanding of citizenship. Effective links with the Fire service, Police service and Health service also provide valuable support in promoting personal and social development.

Assessment

The development of pupils in PSHE education is reported to parents in termly Parents' Evenings and an End of Year Report in the form of comments on personal progress.

Monitoring

The co-ordinator provides support for teachers and will lead the evaluation of Personal, Social and Health Education by:

- Discussion with teachers and pupils.
- Liaising with other co-ordinators.
- Communicating outcomes with the head teacher to outline strengths/weaknesses.

The PSHE Co-ordinator will review this policy according to the school's 3-year policy monitoring cycle.