



# Personal, Social and Health Education (PSHE) Policy

## December 2019

# COLESHILL HEATH SCHOOL

## PERSONAL, SOCIAL and HEALTH EDUCATION POLICY (PSHE)

### 1 Aims and Objectives

1.1 As a Values based school, Personal, Social and Health Education (PSHE) and the delivery of it is central to our school life. PSHE enables children to become healthy, independent and responsible members of society. Children at Coleshill Heath School are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing their self-esteem and emotional well-being are developed. Children are taught how society is organised and governed, ensuring that they experience the process of democracy in school through the School Parliament and Sports Council. They are taught about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and global citizens.

1.2 The aims of teaching personal, social and health education are to enable the children to:

- ♦ know and understand what constitutes a healthy lifestyle
- ♦ be aware of safety issues; including issues around e-safety and bullying
- ♦ understand what makes for good relationships with others
- ♦ have respect for others
- ♦ be independent and responsible members of the school community
- ♦ be positive and active members of a democratic society
- ♦ develop self-confidence and self esteem, and make informed choices regarding personal and social issues
- ♦ develop good relationships with other members of the school and the wider community

1.3 Global citizenship is a way of teaching the existing curriculum, promoting social justice and equality through every subject area including ICT, assemblies and across the whole school.

PSHE will be tackled in a cross curricular manner, using a broad and balanced approach and will be part of every aspect of school life.

## 2 **Teaching and Learning**

**The PSHE curriculum will primarily be delivered using the JIGSAW scheme of work. However, effective PSHE will only be achieved if it is also taken outside the classroom and its importance recognised in every aspect of school life.**

- 2.1 A range of teaching and learning styles is used. An emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities as well as reflection. The children are encouraged to take part in a range of practical activities that promote active citizenship, eg charity fundraising and planning special events. Classes are organised in such a way that children are able to participate in discussion to resolve conflicts, using a Restorative Justice approach and the three school rules Ready, Respectful and Safe are promoted. Children have the opportunity to hear visiting speakers at their place of work or at school, such as health workers and representatives of various faiths, to talk about their role in creating a positive and supportive local community.
- 2.2 Children are encouraged to make informed choices regarding their way of life for example, drugs use, foods eaten, job roles open to them etc.

## 3 **PSHE Curriculum Planning**

- 3.1 PSHE is primarily taught through weekly, JIGSAW lessons, in every year group. These lessons are in line with weekly JIGSAW assemblies (Years 6 – 4 and Years 3 -1 having collective assemblies in the Halls and Reception and Nursery having Year group assemblies).
- 3.2 PSHE is introduced through other subjects, eg English, Science, Geography, PE, D/T and ICT. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE, and a significant amount of the PSHE is taught through our Religious Education lessons and collective worship. The programmes of study promote children’s spiritual, moral, social and cultural development.
- 3.2 PSHE is developed through activities and whole-school events e.g. elected class representatives from Years 2 - 6 meet weekly to discuss school matters. A whole school Anti-Bullying Week promotes positive behaviour and involves parents and carers; this is revisited throughout the school year. Residential experiences for Years 3 – 6 are offered where there are particular focuses on developing pupils’ self-esteem, and social and team-building skills. Sports Council Reps are elected for Years 4 – 6 and are involved in the development of the PE curriculum and its delivery.

## 4 **Teaching PSHE and Citizenship to Children with Special Needs**

PSHE and citizenship is taught to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE the individual needs of these children are taken into account.

## 5 **Supporting Gender Variant and Trans\* Young People**

Gender Variant and Trans\* children will need support and/or specific provision. This is outlined in the Sex and Relationships Education (SRE) policy.

## 6 **Assessment and Recording**

- 6.1 In Nursery, Reception and Year 1 each class will have their own log which the class teacher is responsible for producing. This will have evidence of learning for each part of the JIGSAW puzzle and any other PSHE activities that the children have taken part in.
- 6.2 From Years 2 – 6 all children will have an individual book in which they can record their PSHE learning. These books will go through the school with them, recording their primary learning journey.
- 6.3 Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

*Working towards, Working at, Working beyond*

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet.

- 6.4 Progress is reported to parents/carers at Parents' Evenings and in the children's reports.

## 7 **Monitoring and Review**

- 7.1 The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader 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. Time is allocated to the subject leader to review samples of children's, visit classes to observe teaching in the subject and to develop the subject.
- 7.2 The Health Related Behaviour questionnaire's comparative data (HRBQ) and school data from ECM Perceptions will assist in informing future changes to the development of PSHE.

## 8 **Equal Opportunities**

- 8.1 Every child has the opportunity to experience success in learning and to achieve a high standard. At Coleshill Heath School, high expectations are set and opportunities are provided for all children to achieve, including boys and girls, children with special needs, children with disabilities, children from social and cultural backgrounds and those from different ethnic groups.
- 8.2 There is an awareness that children bring to school different experiences, interests and strengths that influence the way in which they learn. Approaches to teaching and learning are planned so that all children can take part in lessons fully and effectively.

## 9 **Sex and Relationships Education**

Sex and Relationships Education - please refer to separate policy.

## 10 **Drugs and Alcohol Education**

Drugs and Alcohol Education - please refer to separate policy.

### **Note**

This PSHE Policy should be read within the framework of the National Healthy School Standard.



Policy Name:	<b>PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)</b>
Staff Responsible:	Ms C Whiting
Governor Responsible:	Scrutiny & Outcomes Committee (Mrs M O'Neill)
Date for Review:	December 2022 (3 Years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Ratified:	Scrutiny & Outcomes Committee/FB 28 <sup>th</sup> January 2020