



PSHEE Policy

Key Document Details

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Author: H Gordon

Owner: H Gordon

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Our School Vision

You are amazing, loved, valued, wonderful and unique... God made you this way.

“I have come that they might have life and have it to the full.” John 10:10

We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aim of the PSHEE policy

The Manor C.E. Primary School use the Jigsaw scheme of work to provide the pupils with PSHEE. To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others



- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

School Environment

Our school ethos is one where everyone is valued and encouraged, where positive relationships are seen as important, and where the environment is safe, secure and conducive to learning. Therefore, we have developed a whole school approach to PSHEE which involves all members of school.

Curriculum and Delivery

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Autumn 1	Being Me in My World	Includes understanding my place in the class, school & global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber & homophobic bullying included) & diversity work
Spring 1	Dreams & Goals	Includes goal setting, aspirations, working together to design & organize fund-raising events
Spring 2	Healthy Me	Includes drugs & alcohol education, self-esteem & confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution & communication skills
Summer 2	Changing Me	Includes Sex & relationship Education

Drug and Alcohol Education

Definition of 'Drugs': This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Assessment and Recording

Each class produce a floor book for PSHE and teachers base their assessment of the child's progress on the Jigsaw Assessment Overview. Progress for each child is reported to parents and the end of each academic year.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."