

Personal, Social and Health Education (PSHE) Policy

This policy has been written to exemplify the school's core Christian values of Love, Forgiveness, Respect, Justice and Hope and to reflect our mission statement 'Roots to Grow, Wings to Fly, Faith to Flourish'.

1 Aims and objectives

- 1.1** Personal, social and health education (PSHE) 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. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and have an understanding of British values.

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

- develop confidence and responsibility and to make the most of their abilities;

Through self-awareness, positive self-esteem and confidence, pupils will:

- (i) make responsible use of their talents, rights and opportunities;
- (ii) be given the skills to be confident in their approaches to learning and in relationships;
- (iii) will develop an understanding of their own character and their strengths and weaknesses;
- (iv) will develop self-respect and self-discipline.

- prepare to play an active role as citizens;

Through a clear understanding of and developing of respect, members of our school will:

- (i) be encouraged to value themselves and others;
- (ii) listen to each other;
- (iii) respect others' opinions and beliefs;
- (iv) give and receive mutual encouragement and respect;
- (v) receive support in times of difficulty;
- (vi) be encouraged to take responsibility for themselves and others in our school setting;
- (vii) take care of and have pride in our school environment;
- (viii) understand their place as citizens of school;
- (ix) take part in the running of our school;
- (x) take part in local and wider community events;

- develop a healthy, safer lifestyle;

Through teaching, discussion and through example, we will:

- (i) encourage members of our school to make healthy choices about their lives;
 - (ii) give them knowledge and information about drugs (medical and social);
 - (iii) deter our pupils from acting irresponsibly;
 - (iv) help our pupils to identify ways of responding to peer group influence;
 - (v) help our pupils to understand and manage their feelings;
 - (vi) give our pupils information about risky behaviours;
 - (vii) enable our pupils to make informed choices about their lives;
 - (viii) encourage involvement in school life;
 - (ix) develop an atmosphere for learning;
 - (x) help protect them from abuse;
 - (xi) help them understand their bodies, how they work and the changes that take place at puberty.
- develop good relationships and respect the differences between people.

Through our curriculum for PSHE/Citizenship/Global Citizenship, our pupils will learn to;

- (i) respect each other;
- (ii) develop positive relationships;
- (iii) work co-operatively;
- (iv) develop skills to deal with different situations;
- (v) develop and maintain happy, positive and caring relationships;
- (vi) develop respect for each other and
- (vii) will be given opportunities to know and understand each other.
- (viii) understand how society works and the balance between rights and responsibilities.

We see a global citizen as someone who:

- (i) is aware of the wider world and has a sense of their own role as a world citizen;
- (ii) respects and values diversity;
- (iii) has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- (iv) has an understanding of fundamental British Values;
- (v) is outraged by social injustice;
- (vi) participates in and contributes to the community at a range of levels from local to global;
- (vii) is willing to act in order to make the world a more equitable and sustainable place;
- (viii) takes responsibility for their actions.

2 Teaching and learning style

2.1 There are different forms of curriculum provision for PSHE discrete curriculum time

- teaching PSHE through and in other subjects/curriculum areas
- through PSHE activities and school events

We use a combination of all three at Tatham Fells CE (VC) Primary School.
We also use The SCARF resources provided by Coram.

- 2.2 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 involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflict. We offer children the opportunity to hear visiting speakers, such as health workers, fire officers, 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 and to experience visiting interactive theatre groups, which highlight world issues.
- 2.3 Our PSHE/Citizenship/Global Citizenship curriculum at Tatham Fells is at the heart of our school and is linked to our other policies which enable our school to be the excellent caring and learning community which it is. These policies include Inclusion; SEND; Anti-Bullying; Equal Opportunities; Race and Diversity; Sex and Relationships Education; Drug Education; Health and Safety; Child Protection; Spiritual, Moral, Social and Cultural Development.

3 PSHE and citizenship curriculum planning

- 3.1 We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.
- 3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography. As there is some overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach PSHE and citizenship through our religious education lessons and also through science and English.
- 3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the School Council representatives meet to discuss school matters, such as how our school environment might be improved; they also take note of ideas and suggestions from other school members. We offer all pupils a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-confidence and self esteem and giving them opportunities to develop leadership and co-operative skills, while encouraging a healthy lifestyle and an awareness of keeping safe.

4 Foundation Stage

- 4.1 We teach PSHE and citizenship to our Foundation Stage pupils as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

5 Teaching PSHE and citizenship to children with special needs

- 5.1** We teach PSHE and citizenship to all children, regardless of their ability. We are an inclusive school and our aim and commitment is to make all aspects of the curriculum accessible to all pupils.

6 Monitoring and review

- 6.1** The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching.

Tatham Fells CE (VC) Primary School

PSHE Policy

Signed (Headteacher):

Signed (On behalf of the Governing Body):

Date: January 2020

Review date: January 2023