

Gargrave CE (VC) Primary School Policy for PSHE

| Document Status | | | |
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| Date of Next Review | Spring 2018 | Responsibility | <i>.....Committee</i> |
| Success Criteria for review completion | | Responsibility | <i>(Chair)</i> |
| Date of Policy Creation | 7.3.2016 R Holme | Responsibility | <i>Chair of ...</i> |
| Date of Policy Adoption by Governing Body | | Signed | |
| Method of Communication (e.g. Website, Noticeboard, etc) | | | |

Rationale

PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

- To foster a feeling of self-worth in individuals
- To develop personal skills that facilitate good relationships
- To develop respect for the differences between people
- To prepare pupils to play an active role in their wider community
- For pupils to take responsibility for their own learning

- To inform pupils of the benefits of safe, healthy lifestyles

Arrangements

PSHCE is addressed through formal and informal methods. Current issues and moral dilemmas are raised through assembly themes and as part of the geography, history, RE and science schemes of work.

Regular 'circle time', where the teacher acts as a facilitator in discussions, teaches pupils how to take turns, resolve arguments and to develop their sense of social justice and moral responsibility. A 'suggestions' box gives children an opportunity to determine issues to be discussed in circle time.

Pupils are given the opportunity to meet visitors from the community and outside agencies, for example representatives from charity organisations and the police service. Y6 take part in Crucial Crew, a day specifically designed to help them to make good choices as they grow into adolescence.

Children are actively encouraged to plan and present assemblies which address issues which are important to them.

We encourage altruistic behaviour. We invite our local community to share in the life of our school, we foster links with the church, our pupils choose a charity to support each year and take responsibility for fund raising.

Assessment

Assessment takes place through observation against National Curriculum criteria, our school Ethos and our 'School Values' – RESPECTFUL – Respect, Enjoy, Safe, Politeness, Equality, Confidence, Trust, Forgiveness, United and Learning.

Resources

The Entitlement Framework

The Entitlement Framework is not intended to be a prescriptive scheme of work as attempting to cover all of the suggested content contained in the programme of study may lead to a series of superficial experiences that would most likely be restricted to providing information. Schools should ensure that their curriculum provision for PSHE and Citizenship meets the needs of its pupils and community and pupils are able to develop essential skills and attributes as well as information. However, the entitlement frameworks do provide a suggested guide to the essential components of a robust programme for PSHE and Citizenship. Key Stages from 1-3 have been provided in the planning tool to aid transition and continuity of learning.

The Entitlement Framework Key Stages 1-2 is structured into 6 themes:

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| Autumn 1 Being me in my world | Autumn 2 Celebrating Difference – Including bullying & diversity week | Spring 1 Dreams and Goals - Including learning about money |
| Spring 2 Healthy Me – Including safety | Summer 1 Relationships Including E Safety & SRE | Summer 2 Changes – Including resilience |

Intended learning outcomes for the themes are provided for each year group. It is the class teacher's responsibility to plan for their class. The subject leader monitors the planning and provides feedback to staff. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to PSHE Association's Programme of Study, the ACEG framework for careers and work related education and Pfeg's 'Learning about Money Primary Planning Framework',

Schools may use the Entitlement Framework to:

- Provide the basis of a scheme of work
- Track progression and identify gaps in existing PSHE and Citizenship planning
- Identify opportunities for cross-curricular work
- Support projects and enrichment events for example anti-bullying week or healthy lifestyles project

This policy was drawn up by the PHSCE Subject Leader and will be reviewed as appropriate.

Reviewed Spring 2016
To be reviewed Spring 2018

