Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

Personal, Social, Health and Economic Education (PSHE) Policy

Dulverton Primary School is committed to achieving the UNICEF Rights Respecting School Award.

This Policy relates to Article 13 of the UN Convention of the Rights of the child which states:

Article 13- Every child must be free to express their thoughts and opinions and to seek and receive all kinds of information, as long as it is within the law.

Review Summary

Policy Owner	PSHE Lead
Approver	Head Teacher & Deputy Head Teacher
Date approved	Summer 2024
Next review date	Summer 2026

Introduction

- At Dulverton Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do;
- 'Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.' Department of Education, September 2021.
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
- Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- At Dulverton Primary, during key stages 1 and 2, PSHE education offers learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to leave Dulverton as 'the best versions of themselves'.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Objectives

To enable the children to: -

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- 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;
- Appreciate and inherit the Dulverton Primary School core values into their own philosophy;
- Develop positive learning behaviours;

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead an annual review of the PSHE Policy;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that resources used are relevant and appropriate to the needs of the children.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the updated National Curriculum 2021;
- To ensure that the policy and programme reflect a whole school approach.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Provision

- PSHE in our school will follow the PSHE Association question based model and Framework for PSHE, given as non-statutory guidance in the updated National Curriculum 2021;

- PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach will be used to implement the framework. This policy has clear links with other Dulverton Primary School policies aimed at promoting pupils' spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, British Values and Sex and Relationships Policy.
- In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:
  1. Developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be)
  2. Developing a healthy, safe lifestyle
  3. Developing good relationships and respecting the differences between people
  4. Preparing for the opportunities, responsibilities and experiences of later life

- The curriculum offers discreet whole school themed days/weeks on:-
  - Anti-Bullying
  - Mental Health and Wellbeing
  - Internet Safety
  - Our Dulverton School Values

Learning and Teaching

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear 'ground rules' which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the Child Line and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;

- Praise Postcards are used to celebrate personal achievements with regard to developing positive attitudes to learning. We use them by demonstrating our core values with parents and carers.

Early Years

Teaching staff relate the PSHE education to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Starting from Nursery, we aim to provide our pupils with a broad, play-based experience of PSHE in a range of contexts.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment, Recording and Reporting

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community.
- Our Achievement Assembly celebrates personal achievements inside and outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.
- Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and PSHE Lead will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- The PSHE Lead will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.