Charlwood Village Primary School
Personal, Social, Health and Economic Education Policy

Review Date: Spring 2025
Next review Date: Spring 2026

*At Charlwood Village Primary School our core aim is that our pupils develop into **confident, valued, prepared** and **successful** young people. We believe that PSHE and Spiritual, Moral, Social and Cultural opportunities are essential in enabling us to achieve this*

Aim

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.

Pupil learning Outcomes

The PSHE programme will support the development of the skills, attitudes, values and patterns of 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

PSHE in the Classroom

PSHE/Citizenship is timetabled weekly in each class. It is also taught through cross-curricular opportunities, for example Relationship and Sex Education within Science.

Early Years

- Our pupils also follow the PSED (Personal, Social and Emotional Development) as part of the Early Years Curriculum. This includes a focus on:
    1. Making Relationships
    2. Self Confidence and Self Awareness
    3. Managing Feelings and Behaviour
- Our pupils follow the Physical Development Early Years Curriculum which includes Health and Self Care which forms parts of their PSED development
- A large amount of time is spent on developing pupils social skills and where needed individual pupils may follow an individualised plan to help them overcome any specific problems
- Our pupils follow the SEAL (Social and Emotional Aspects of Learning) programme within their class this covers the following themes:
    1. New Beginnings
    2. Getting On and Falling Out
    3. Say No to Bullying
    4. Going for Goals
    5. Good To Be Me
    6. Relationships
    7. Changes

Day to day discussions also take place as the need arises, for example if there is a class problem or issue. Pupils are also part of risk assessing for PE sessions and trips. Throughout the day there are numerous social opportunities for learning and playing in small groups, pairs and larger groups.

In the summer term as part of their 'Round and Round We Go' topic which includes learning about life cycles pupils also start their Relationship and Sex Education through watching and discussing the first programme in the Channel 4 'Living and Growing Alternative' series.

Key Stage 1

- Our pupils follow the PSHE Association Question Based Curriculum.
- In KS1 pupils are focused on the What and Who questions.
- The three core themes followed are: Health and Wellbeing, Relationships and Living in the Wider World.
- PSHE is also supported through our science, RE and PE curriculums.
- In 'Big Think Time' pupils discuss different though provoking topics the schools aims for pupils to become confident, valued, prepared and successful.
- In class and in 'Big Think Time' pupils also discuss safeguarding issues, the different elements of growth mindset as well as focusing on the British Values.
- Pupils are also part of risk assessing for PE sessions and trips as well as movement around the school.
- Day to day discussions also take place as the need arises, for example if there is a class problem or issue.

Key Stage 2

- Our pupils follow the PSHE Association Question Based Curriculum.
- In KS2 the focus is on the How and Why questions.
- The three core themes followed are: Health and Wellbeing, Relationships and Living in the Wider World.

- PSHE is also supported through our science, RE and PE curriculums.
- Through 'Big Think Time' pupils discuss different though provoking topics the schools aims for pupils to become confident, valued, prepared and successful.
- In class and in 'Big Think Time' pupils also discuss safeguarding issues, the different elements of growth mindset as well as focusing on the British Values.
- Day to day discussions also take place as the need arises, for example if there is a class problem or issue.

Implementation

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.
Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends

Monitoring and Evaluation

The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.
Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience

Assessment

Pupils are assessed termly. Any pupils causing concern would be discussed at the half-termly Pupil Progress meetings or with the SENCo.

Links with Other Policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Relationships and Sex Education Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- PE Policy
- Food Policy
- Behaviour Policy

- Anti-Bullying Policy
- Drugs Policy
- Special Educational Needs Policy
- Early Years Policy
- Health and Safety Policy
- RE and Collective Worship Policy
- SMSC Policy
- Pupil Wellbeing Policy

Training and Support for Staff

All staff benefit from PSHE/Citizenship training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff training programme, drawing on staff expertise and/or a range of external agencies.