

**Brighter Futures Academy Trust  
Siddal Primary School**

**PSHEE Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
R Denham	July 2015	December 2017
R Denham	April 2018	April 2021

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY.**

### Rationale

The National Curriculum 2014 states that:

*Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *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.*

*2.5 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.*

Although there is no set programme of study for PSHEE it is essential in supporting children's whole development and an integral part of the pastoral curriculum and care.

### Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### Overarching Concepts of PSHEE:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (to be managed rather than simply avoided) and safety (including behaviour and strategies in different settings)
- Diversity and equality (in all its forms)
- Rights, responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise and economic understanding).

### Organisation of PSHEE at Siddal Primary School

Each class has a timetabled slot for PSHEE which may be taught through circle time, lessons or Philosophy for Children. This, along with drama where appropriate, will be the main vehicle for the delivery of specific PSHEE issues. There are also opportunities for learning, which is linked, to the other curriculum areas such as science and geography. These will be used for the teaching and consolidation of related objectives. PSHEE lessons should be active, with children playing a full role in all lessons. For this reason there is little emphasis on the production of written, assessable work. Outside agencies will be involved where and when appropriate.

As part of the thematic approach to the school curriculum at Siddal Primary, we ensure the principles of the PSHEE are embedded within all subjects and topics. They are specifically planned and evident with the topic webs. All the yearly plans showing how we promote PSHEE can be found on our school website.

<http://www.siddalprimary.org.uk/>

Further to this; we also ensure that the lessons, discussions, assemblies and any specific tasks are evidenced on the SMSC/British Values/PSHEE tracker.

<https://www.gridmaker.net/siddalprimary/index.php>

Main Content Areas:

The following themes, as suggested by the PSHE Association, form our curriculum provision:

- Health & Well-Being
- Relationships
- Living in the wider world – Economic well-being and being a responsible citizen

At Siddal Primary we use the Learning 4 Life PSHEE programme, which progresses throughout KS1 and KS2.

Assessment: There is no formal assessment of PSHEE and Citizenship according to national guidelines. Children's development in this area will be measured via records for behaviour and attendance, bullying, parental and pupil views, learning observations and external views of the school.

Confidentiality: Rules should be agreed with the class concerning appropriate behaviour and language use during PSHEE lessons. These could follow the circle time model, which is already used by members of staff.

Where a child makes a disclosure of a particularly sensitive nature, it must be made explicit to the child that they were right to say what they did, but it cannot remain a "secret" between the teacher and the child.