

Thorpe Hesley Primary School



PSHE and C Policy

March 2022

Introduction

This document is a statement of aims, principles and strategies for the teaching and learning of PSHE and C at Thorpe Hesley Primary School. It was developed and is updated through consultation with all teaching staff. Personal, Social and Health Education and Citizenship enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives both now and in the future. PSHEC is taught through weekly discrete lessons and is supported by drop down days and special areas of focus. PSHE is also taught incidentally through discussions that may arise at any time.

Intent

We aim to maintain a caring ethos within our school where each member of our school community is valued. We continually strive to create citizens of the future who develop the skills and knowledge they need to manage challenges that they will face throughout life. The staff endeavours to be good role models and the children are actively encouraged to respect each other and the environment, both in and outside our school.

The aims of Personal, Social and Health Education and Citizenship are to enable the children to -

- stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective and satisfactory relationships;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- 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.

Implementation

In the Foundation Stage, teachers use the Development Matters Statements and Early Learning Goals in the revised EYFS curriculum (2021) to plan and deliver PSED. In Key Stage 1 and 2, the teachers use the National Framework for Key Stage 1 and 2. This is implemented by planning using the RoSIS Scheme of Work.

The RoSIS Scheme of Work provides clear guidance for each year group to support the delivery of PSHE and C lessons. It is delivered in discrete curriculum time (including Circle Time); in other subjects where there are cross-curricular links (e.g.

health education - work on keeping our bodies healthy linked to science, keeping safe - work about our locality linked to geography etc.); in assemblies, and also in incidental opportunities as they arise. Systems and routines specific to the needs of our school are in place to deal with such issues and are outlined in other School Policies, e.g. Behaviour Policy.

The approaches to the teaching and learning of PSHE and the methodology are as important as the content. Dealing with aspects of PSHE as they arise, in class discussions and assemblies, are ways in which we address the subject. However, we also employ a variety of strategies in order to develop skills, attitudes and behaviour effectively.

Self-assessment has a core role in PSHE and Citizenship and we give opportunities for pupils to reflect on their strengths, their needs, their learning and their development. Formative assessment is on-going and used to plan work. Summative assessment is recorded and reported to parents in the child's End of Year Report.

Impact

The PSHE and Citizenship Co-ordinator monitors the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator provides relevant information to the Head Teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Extra time is allocated to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Learning walks and planning scrutinies allow the subject co-ordinator to ensure high quality and challenging sessions are delivered. Data is collected following teacher assessment in the spring term and also at the end of year. This is monitored and key cohorts are offered further support and guidance where appropriate. Pupil voice questionnaires are carried out twice each academic year and assess the children's knowledge and understanding within PSHE and C. Regular feedback is given to staff to act on all forms of information gathering and a reactive team offers support where necessary.

The successful approach at Thorpe Hesley Primary School results in a fun, engaging, high-quality and meaningful PSHE and C education for all of our pupils, which provides children with the foundations and knowledge to become successful individuals who can make a positive contribution to society. Children learn how to build and maintain respectful and caring relationships as well as keep themselves and others safe. They will learn about the challenges that may face them in life and give them the resilience and perseverance to manage these. Children at Thorpe Hesley Primary School enjoy PSHE and C and value its place within the curriculum.

March 2022 - N.Kempton-Feery PSHE & Citizenship Lead

Next Review - March 2025