



Policy for

Personal, Social, Health and Economic (PSHE) Education

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Although PSHE is a non-statutory subject the National Curriculum states that “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.” Relationship Education is compulsory in Primary schools and is required to follow statutory guidance.

Aims

We aim to support all children in developing their self awareness, confidence and self esteem to enable them to:

- Make the most of their own and others’ abilities
- Play an active role as a member of a democratic society
- Develop independence and responsibility
- Respect differences between people
- Have worthwhile and fulfilling relationships
- To develop financial capability skills for future economic well-being

Intent: At St. Gregory’s Catholic Primary School we are committed to the development of children’s **social, emotional skills**, children’s **self-esteem**, their **health and well-being**. We are committed to developing the children’s responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school’s mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and ‘day-to-day’ running of the school.

PSHE (National Curriculum) and PSED (Early Years Statutory Framework) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and developing the knowledge and understanding to make informed choices.

Implementation: At St. Gregory’s Catholic Primary School, pupils are taught that PSHE teaches them how to be **Healthy, Happy and Safe** – to give them a clear understanding of the subject’s core goals.

We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. These lessons do not have to be singularly taught but permeate through everyday teaching.

PSHE is taking place continually in school as an integral part of many aspects of school life. However PSHE is also regularly taught directly:

- In the classroom as a discrete subject using both the Jigsaw PSHE scheme and the My Happy Mind scheme (mental health focus).
- In Circle Time – planned sessions either in the classroom or Hall.
- In assemblies, which also includes a celebration of the children’s achievement every Friday.
- On school visits and residential trips.
- By visitors to school e.g. the school nurse; police etc.
- Through curriculum enrichment eg. Raising money for charity or taking part in community activities.
- Pupil voice-School Council elections and representation, questionnaires

Foundation Stage and KS1

Pupils learn about themselves and their communities. They build on their own experiences and learn to recognise and express their feelings taking account of others. They begin to develop an understanding of how to keep themselves healthy and safe. They learn about the responsibilities of being part of a community – its rules and expectations. This provides the foundations for learning in KS2.

Key Stage Two

Pupils build on their learning in Key Stage One. As they mature and develop they are made more aware of the wider world – its laws, issues, politics, cultures and institutions. They take a more active role in making decisions for themselves responsibility for their health, learning and environment.

Impact: Through discussion with pupils, observation and monitoring of recorded work. assessments of skills, knowledge and attitudes will be made, that recognise the achievements of all pupils. Pupils also fill in a questionnaire annually evaluating the effectiveness of the school, lessons and if they feel they are treated fairly and if there are people they could talk to within school. Comments on PSHE will be recorded in the annual progress reports made to parents.

Adaptation and SEN

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator.

Extra Opportunities

St Gregory's Catholic Primary School runs a wide range of teacher-led after-school clubs which build children's experience and benefit their welfare.

Equal opportunities (see also Equal Opportunities Policy)

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place. The teaching of PSHE will adhere to the school's Equal Opportunities Policy.

Roles and responsibilities

It is the responsibility of the Subject Leader to:

- Write, implement and review the school's policy on PHSE and monitor the Relationships and Health Education Policy

- Audit, review, order resources
- Monitor teaching and learning through lesson observations and monitoring of children's work
- Keep up to date with development in subject area and disseminate information to staff as appropriate
- Be responsible for professional development in own subject area
- Contribute to relevant aspects of the School Strategic Plan annually.