

Personal, Social, Health and Economic Education Policy

This policy outlines the teaching and management of PSHE taught and learnt at The Anthony Roper Primary School. The policy has been drawn up to reflect our whole school approach to PSHE and has been discussed with staff and has the agreement of the Governing Body.

At The Anthony Roper Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DFE, Relationships Education at primary school will be compulsory by September 2020. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme.

AIMS

The school's aims in PSHE are:

- To develop pupil's enjoyment and interest in the subject
- To develop pupil's understanding of key concepts and issues
- To explore feelings, emotions, relationships, similarities and differences
- To develop respect for other people's views and customs
- To enable pupils to be curious, question, explore ideas and make decisions for themselves
- To enable pupils to effectively communicate ideas and empathise with others
- To develop positive attitudes which encourage collaborative learning and perseverance

THE PSHE CURRICULUM

Due to the mixed age class organisation of our school, pupils are taught the PSHE curriculum on a planned two year rolling programme. This is strictly followed to ensure continuity and progression across the key stages (*PSHE Overview Appendix 1*).

Foundation Stage

PSHE is taught in the Reception classes according to the Curriculum Guidance for the Foundation Stage. It is incorporated in the Early Learning Goal, 'Personal, social and emotional development' and involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Key Stages 1 and 2

PSHE teaching covers the programmes of study as indicated in the 2014 Primary National Curriculum in England Key Stages 1 and 2 Framework. The PSHE Education, Citizenship and SEAL schemes of work, (with reference to the QCA schemes of work for PSHE, Citizenship and SEAL) and other resources are adapted and used to create themed PSHE medium term plans.

- At KS1 pupils receive a minimum of 0.5 hours PSHE teaching a week.
- At KS2 pupils receive a minimum of 0.75 hours PSHE teaching a week.

RSE

Class teachers are responsible for the delivery of RSE at The Anthony Roper Primary School. It is taught within the PSHE curriculum although some biological aspects of sex education are taught within the science curriculum.

The PSHE lessons are based around a theme which changes half-termly, designed to teach pupils about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and to educate pupils about healthy relationships. The programme ensures that staff are able to talk confidently to individual pupils about RSE as part of a holistic approach.

We believe that PSHE/RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Anthony Roper, for example, through teaching about different types of family, including those with same sex parents.

For further information regarding the delivery of the RSE part of the curriculum, please refer to the separate RSE policy

APPROACHES TO TEACHING AND LEARNING

The scheme of work takes a whole school approach to promoting social, emotional and behavioural skills needed for effective learning.

It is a way of working, a pedagogy that develops independent learners and good communities.

This Scheme of Work provides a structure and a context for a range of learning opportunities and considers not just what is being delivered, but how it is being delivered that will have an impact and influence on the learning of children and young people.

The elements in this Scheme of Work are the building blocks from which a comprehensive whole school approach to enhancing learning and developing emotionally literate and socially skilled children and young people can be developed.

A varied range of teaching strategies are used including:

- Whole class teaching
- Group work
- Paired work
- Independent work
- The use of ICT resources
- Educational visits

Wherever possible the learning of PSHE is made realistic giving a clear context and purpose. In addition, cross-curricular links are made within subjects such as literacy and maths when opportunities arise.

INCLUSION AND ADDITIONAL EDUCATIONAL NEEDS

The study of PSHE is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. The challenge of the task is matched to the ability of the child in a variety of ways by:

- Open-ended tasks which allow for a variety of responses
- Grouping children with mixed ability
- Providing resources of different complexity
- Classroom assistants to support individuals or small groups

Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the PSHE curriculum. Gender, disability and cultural differences are reflected positively in the school and are consistent with the requirements of the 2010 Equality Act.

ASSESSMENT

Integral to effective teaching and learning in this area is using assessment to identify prior knowledge and understanding and have a sense of what the pupils themselves want and need to know.

In addition, children's understanding of concepts is assessed during a unit of work using informal judgements by teaching staff while observing them during lessons. Written work is marked in line with the school's marking policy which acknowledges achievements and shows pupils what they need to do in order to improve.

HEALTH AND SAFETY

All accidents and incidents are treated according to school policy, including any safety issues. We aim to provide a secure environment for pupils, where children feel safe and are kept safe, ensuring all staff are aware of the Prevent Strategy and are equipped to protect children and young people who are vulnerable or at risk of being drawn into terrorism or exposed to radicalisation.

RESOURCES

Shared PSHE resources are stored in labelled boxes in the Library. Class teachers are responsible for informing the PSHE Coordinator and Headteacher of new resources required to deliver their planned curriculum. PSHE based workshops and visits are regular features of the school year.

THE ROLE OF THE SUBJECT LEADER

- Be available to provide support, information and advice
- Take the lead in policy development and review and check the schemes of work to ensure continuity and progression throughout the school
- Monitor the standards of children's work and the quality of teaching in PSHE
- Keep up to date with current developments in PSHE and keep staff informed
- Take responsibility for the purchase and organisation of PSHE resources (where the budget allows)

POLICY REVIEW

This policy was written by Pauline Tuhey

This policy will be reviewed every four years.

	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP	LIVING LONG, LIVING STRONG
KS1	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals? 	<ol style="list-style-type: none"> 1. RSE: keeping clean 2. RSE: growing and changing 3. RSE: families and care different families. 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal
LSK2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety and online relationships. 	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising 	<ol style="list-style-type: none"> 1. RSE: differences: male and female 2. RSE: personal space 3. RSE: family differences 4. Feeling happy 5. Staying healthy, healthy eating. 6. Overcoming barriers to reaching goals
UKS2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models, courtesy, manners and respect. 	<p>LIVING LONG,LIVING STRONG/GROWING UP</p> <ol style="list-style-type: none"> 1. RSE: talking about puberty, hygiene and reproduction 2. RSE: male and female changes 3. RSE: relationships and reproduction 4. RSE: conception and pregnancy 5. RSE: being a parent different kinds of families. 6. Common responses to change. 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness, emotions, mental health and well being. 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising 	<p>BE FRIENDLY BEWISE</p> <ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger positive personal attitudes. 4. Anti-bullying 5. First Aid 6. E safety and relationships.

**ANTHONY ROPER-SCHEME OF WORK: PSHE EDUCATION, CITIZENSHIP AND SEAL CURRICULUM
HALF-TERMLY OVERVIEW OF LEARNING OPPORTUNITIES AND THEMES: YEAR B**

	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
KS1	<ol style="list-style-type: none"> Devising a class charter Getting to know each other Communities we belong to Saving energy around the school Recycling Pollution 	<ol style="list-style-type: none"> Drugs Ed: medicines Drugs Ed: household substances Drugs Ed: the dangers of smoking Drugs Ed: the dangers of alcohol Feeling safe: real and imaginary hazards Anti-bullying 	<ol style="list-style-type: none"> Why do we have money? Keeping money safe Can I afford it? Wants and needs What does it mean to be rich? Setting a simple goal 	<ol style="list-style-type: none"> Foods from around the world Customs and rituals Special day foods and celebrations How much chocolate do we eat? Where does chocolate come from? Fair trade principles 	<ol style="list-style-type: none"> Special people People who help us Feeling lonely Different kinds of families Difficult choices - leaving home People and places around the world 	<ol style="list-style-type: none"> SRE: differences: boys and girls SRE: differences: male and female SRE: naming the body parts Being unique Making change happen Changing our behaviour
LSK1	<ol style="list-style-type: none"> Devising a class charter Understanding rules and laws Saving energy (1) Saving energy (2) Climate change (1) Climate change (2) 	<ol style="list-style-type: none"> Drugs Ed: risk taking Drugs Ed: legal and illegal drugs Drugs Ed: effects and risks of smoking Drugs Ed: effects and risks of drinking alcohol Keeping safe in my local area: say no to gangs Anti-bullying 	<ol style="list-style-type: none"> Keeping track of my money Paying for goods Family expenses Planning and budgeting Charity work Fund-raising for charity 	<ol style="list-style-type: none"> The real cost of chocolate What is fair trade? Consumer power The media and information Advertising Recognising and challenging stereotypes 	<ol style="list-style-type: none"> Similarities and differences How we are all connected Living and working cooperatively Recognising and challenging prejudice Gender stereotypes Contributing to society – jobs people do 	<ol style="list-style-type: none"> SRE: growing and changing SRE: body changes and reproduction SRE: what is puberty? Wishes, hopes and dreams Positive change Unwelcome change
UPKS2	<ol style="list-style-type: none"> Devising a class charter Understanding democracy Environmental awareness and responsibility Climate change (1) Climate change (2) Sustainability issues 	<p>LIVING LONG/LIVING STRONG</p> <ol style="list-style-type: none"> RSE: talking about puberty, hygiene and reproduction RSE: male and female changes RSE: relationships and reproduction RSE: conception and pregnancy RSE: being a parent different kinds of families. 	<ol style="list-style-type: none"> Earning money Value for money Lending and borrowing money Achieving goals Deductions and expenses Poverty 	<ol style="list-style-type: none"> Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news 	<ol style="list-style-type: none"> National, religious and ethnic identities in the UK Different types of relationships Stereotyping and judgement Put-downs and conflict Ending friendships Forgiveness 	<p>SAY NO!</p> <ol style="list-style-type: none"> Drugs Ed: risk taking and dealing with pressure Drugs Ed: legal and illegal drugs Drugs Ed: say no to smoking Drugs Ed: attitudes to alcohol Keeping safe in my local area: say no to knives Anti-bullying

		6. The concept of well being.. Role models				