

**PERSONAL, SOCIAL AND  
HEALTH EDUCATION  
POLICY  
2020-2023**



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## 1. RATIONALE

1.1 At Avenue Junior, we regard Personal, Social and Health Education (PSHE) as an important, integral component of the whole curriculum. **It is crucial in the teaching and embedding of our school values of**

- **Respect**
- **Resilience**
- **Aspiration**

We take seriously the responsibility of providing a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, emotional, social and physical development of our children
- Prepares children for the opportunities, responsibilities and experiences they already face and for adult life
- Provides information about keeping healthy and safe, emotionally and physically
- Encourages children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- Equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make appropriate and informed decisions.

1.2 There is convincing evidence to suggest that developing the social and emotional competence of children and young people leads to improved well-being, self-esteem, pro-social behaviour and higher achievement. We have adopted the PATHS (Promoting Alternative Thinking Strategies) scheme of work to support the PSHE curriculum.

1.3 PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens.

## 2. AIMS AND OBJECTIVES

2.1 In our school we aim, through implicit and explicit learning experiences, to:

- Nurture mutual trust and respect between individuals and groups
- Develop understanding and tolerance
- Challenge prejudice and stereotyping
- Develop an awareness of social, economic, political and ecological issues
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health and well-being, including mental health
- Foster self-respect, self-esteem and positive body image among all members of the community
- Prepare children for the opportunities, responsibilities and experiences of adult life.

- Promote equality in line with the Equality Act 2010 recommendations
- Develop pupil voice and involvement in society
- Enable children to stay safe, including online

Through this we are ensuring we promote British Values throughout our curriculum and our teaching.

2.2 Within this curriculum area we recognise:

- Health Education – helping children to develop a healthy lifestyle including work on positive body image.
- Citizenship – which promotes taking a responsible role in society
- Drug Education – education in the safe handling of medicinal drugs as well as the consequences of misusing substances
- Sex and Relationship Education – ensuring children become more aware of themselves as people, understand the importance of relationships and the process of development and reproduction
- Social and Emotional Education- which is taught through the PATHS curriculum, and is concerned with ensuring children have both interpersonal and intrapersonal skills and understanding to help them cope with the social and emotional situations life presents them with.
- Financial Education – ensuring children are prepared for later life, including work on budgeting and saving.
- E Safety – there is an E – Safety scheme of work taught throughout school to ensure children have the skills and understanding of how to stay safe when using technology.

2.3 Within the taught curriculum and through every aspect of school life, children should be given frequent and regular opportunities to consider their feelings, the feelings of others and to practise their personal and interpersonal skills.

### **3. WORKING WITH FAMILIES AND OUTSIDE ORGANISATIONS**

We value and respect the learning that occurs at home and in the community. We believe that we should work together with families and outside organisations to ensure the essential information and skills are available to our children. Parents and Carers are informed and invited in to discuss plans with the teachers when we approach our topics of sex and relationships education and drugs education.

The Parent Support Advisor works with families and young people to give support around all aspects of family life.

### **4. ORGANISATION**

4.1 Each year group will follow the PSHE framework for PATHS. The class teacher will deliver the PSHE curriculum. In addition to this framework there will be teaching to support Drugs education, health education, including First Aid, Sex and Relationships Education as defined in the guidance

A unit will also be taught on Financial Education.

A range of teaching strategies and learning styles will be incorporated. These will include:

- Assemblies
- Class and School Council
- Circle time and class discussions
- Imaginative writing
- Reflection, sharing and showing
- Role play and drama
- The use of video and ICT
- Visits and visitors where appropriate
- PSHE lessons as well as making discrete use of the many cross-curricular links
- Peer education
- Structured group work
- PATHS pupil of the day

### **Cross- Curricular Links**

4.2 Many opportunities will occur to explore PSHE across the curriculum and we aim to make relevant links to ensure all receive the best learning opportunities. Examples include:

- Science- healthy lifestyles, drugs, sex and relationships education
- Literacy- using texts to examine issues such as bullying and developing communication skills through debates
- Computing- using ICT as a research and presentation tool as well as teaching online safety
- Geography- to explore cultural and environmental issues, international links
- History- to explore how rules and laws have developed and how democratic processes have evolved
- R.E- to promote a respect and understanding of all faith communities
- Art- as a tool to convey emotions and promote issues
- P.E- to focus on teamwork, rules and fair play, positive role models, health benefits and body image
- Maths – financial education, budgeting in project work, enterprise schemes
- Music – exploring feelings and use for relaxation, inspirational songs
- Outdoor education – forest schools, residential activities to promote team work and cooperation and risk assessment skills

## **5. INDIVIDUAL LEARNING NEEDS**

5.1 We aim to:

- Address children's individual needs
- Increase access to the curriculum
- Enhance learning skills and build on the children's knowledge.

5.2 It is recognised that some children who have special educational needs or EAL may also have difficulties in areas of PSHE and/or social interaction. Staff will monitor the progress of these children and respond appropriately, for example using Circle of Friends, social skills groups or they may attend Connections sessions run by a dedicated Pastoral Support assistant. Provision will be given to able children to extend their learning.

## **6. EQUAL OPPORTUNITIES**

Avenue Junior School is committed to working towards equality of opportunity in all aspects of school life as set out in the Equalities Policy and Equality Objectives.

## **7. ASSESSMENT**

The assessment of PSHE will take place as appropriate. However, clear learning objectives will support all activities. Evidence of children's learning will be in books, through photographs, display etc. Progress will be reported to parents in the end of year report. The co-ordinator will also monitor standards through talking to children and some observation of lessons/ activities.

## **8. SUBJECT LEADER**

There is a designated subject leader for PSHE to oversee the planning in this curriculum area. The co-ordinator will be responsible for informing the rest of the staff about new developments. The subject leader will advise colleagues on resources to aid planning and to use in the classroom (including visits and visitors). The subject leader will monitor the curriculum with regard to the school's improvement plan and inform the Head teacher of any training needs.

## **9. RELATED POLICIES**

This policy should be read with regard to the following policies:

RSHE Policy & framework

Drugs Education Policy

Curriculum Statement

Safeguarding Policies

Equalities Policy

DFE guidance for RSHE 2019

## **10. PROCEDURES FOR POLICY MONITORING AND EVALUATION**

The policy will be reviewed using a consultative process which includes feedback from all staff, governors, pupils, parents and carers. It is reviewed on a three yearly cycle unless there are any directives from the DfE.