



Winterton Junior School PSHE Policy

Introduction

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

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

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is:

'An important and necessary part of all pupils' education'

It goes on to note that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Therefore, at Winterton Junior School we believe that PSHE promotes the spiritual, moral, cultural, mental and physical development of children at our school and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims

PSHE is a basic entitlement for all which is embedded within the ethos of the school and is reflected in the general aims statement of the school.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable children to lead confident, healthy, responsible lives as individuals and contributing members of society.

PSHE aims to enable pupils to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Entitlement

All areas of the curriculum, including PSHE, need to take account of the principles of inclusion and equal opportunities. PSHE is overtly concerned with the personal and social development of each child and so by its very nature needs to take as its starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes etc. of each child.

PSHE goes further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism and sexism.

Implementation

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time.
- Teaching PSHE through and in other subjects/curriculum areas.
- Circle Time.
- Specialised assemblies.
- PSHE activities and school events e.g. Careers Day; Enterprise Day; SEAL buddies and playground leaders.
- Pastoral care and guidance.
- Visiting speakers.

Sensitive Issues

Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Others may include family lifestyle and values; physical and medical issues; law and order; financial issues; unemployment; environmental issues; bullying and bereavement.

Confidentiality

In the context of PSHE, children may sometimes make personal disclosures either in class or to individual teachers. This should be followed up according to School Policy.

Assessment, Reporting and Recording

At KS2, there are no statutory requirements for end of Key Stage teacher assessment in PSHE. However, teachers are required to monitor the progress of all children and report this to parents at the end of spring term. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

PSHE Policy written by Ros Taylor: Autumn 2018

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