



Le Cateau
Community Primary School

**Policy for Personal, Social, Citizenship and
Health Education (PSHE)**

Rationale

PSHE provision at Le Cateau enables pupils to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Provision is tailored to meet the needs of our pupils and address local, national and global priorities. PSHE is key to the promotion of the spiritual, moral, social, cultural (SMSC) as well as the mental, emotional and physical development of pupils at the school.

Relationships and Sex Education is explained in detail in a separate policy found on the school website. British Values are addressed in the British Values Position Statement.

Aims

The ethos of Le Cateau is intrinsically linked to the PSHE curriculum; the whole school aims to reflect the clear relationship between the two. Our core values of respect, empathy, positive attitudes, cooperation, curiosity, motivation, enjoyment, perseverance, resilience, responsibility, honesty, independence - as well as our motto "Equally Important, Equally Different" - permeate the curriculum and are specifically addressed through PSHE. This is interwoven with, and in addition to, the Fundamental British Values (please see British Values Position Statement). Through discrete planned lessons, additional curriculum experiences, collective worship and the contribution of other subjects we provide opportunities for children to:

- ❖ Enjoy their learning
- ❖ Develop self-esteem, resilience and self confidence
- ❖ Develop strategies and skills to help them navigate challenging situations
- ❖ Think for themselves and take responsibility for their actions
- ❖ Develop emotional literacy
- ❖ Draw on personal thoughts, feelings and experiences
- ❖ Develop a safe and healthy lifestyle
- ❖ Learn to keep themselves and others safe, including on-line
- ❖ Develop and maintain positive relationships with others
- ❖ Respect the differences between people
- ❖ Develop independence
- ❖ Prepare to play an active role as citizens in the future as part of local, national and global communities and organisations.
- ❖ To be able to express thoughts and feelings appropriately
- ❖ To respond assertively where appropriate
- ❖ To develop an understanding of what constitutes bullying, including on-line and homophobic bullying and how to challenge and prevent this
- ❖ To debate and discuss controversial issues in a sensitive and informed manner
- ❖ Make choices and decisions that impact on their own lives and the lives of others
- ❖ Consider the short and long term consequences of choices made
- ❖ Consider social and moral dilemmas
- ❖ Find information, advice and help
- ❖ Prepare for, understand and cope with change
- ❖ Actively participate in a wide range of experiences across and beyond the curriculum ❖ Develop and understand the importance of positive values.
- ❖ Understand what constitutes British Values (democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs and those of no faith) while learning about cultural and religious diversity.

Associated policies

Behaviour policy

SRE policy

SEND Policy

Online safety policy

Child protection policy

Mental health and well-being

Guidelines

As stated above, PSHE provision will be delivered across four strands:

1. Discrete PSHE provision

❖ Regular planned opportunities with clear learning objectives taken from the scheme of work, supplemented by other relevant materials where appropriate. A clear progression of skills can be seen in our Medium-Term Planning from EYFS to Year 6. The Medium-Term Plans for PSHE are available on the school network and in the subject leader's file. A summation of the areas covered is also published on the school website. It is based upon elements taken from the suggested framework from North Yorkshire LA, the PSHE Association, pupil interviews and consultation with parents and staff.

2. Contribution of other subjects

- ❖ Cross-curricular lessons with clear links to PSHE i.e. science, R.E., P.E, drama and English
- ❖ Teachers seek to make links with other subjects across the curriculum wherever appropriate
- ❖ General teaching: the teacher and other adults as role models and a classroom climate that creates expectations of appropriate social behaviour and interaction

This policy should be considered in conjunction with other policies including anti-bullying, expected behaviour, RSE (see below), health, equalities, equal opportunities, swimming, physical activity, Computing and collective worship.

3. Additional curriculum experiences

- ❖ Collective worship (whole school, key stage, class assemblies)
- ❖ Use of visitors and visits (e.g. the police, school nurse)
- ❖ Sporting and team activities
- ❖ Community projects
- ❖ School Council activities
- ❖ Concerts and events
- ❖ Charity support and fundraising
- ❖ Anti-bullying week
- ❖ SEND support
- ❖ After school and lunchtime clubs
- ❖ Parental involvement
- ❖ E-safety Week
- ❖ Wellbeing Day
- ❖ Expert tuition e.g. Bikeability, Crucial Crew, Community Support Officer presentations
- ❖ Residential visits (Year 5/6)
- ❖ E-safety Curriculum topic and parent presentation

4. Behaviour around school

Management of behaviour is dealt with in the expected behaviour policy, in conjunction with which this policy should be considered. We aim to be positive in our management of behaviour, actively seeking out opportunities to reward children for socially appropriate and safe behaviour throughout the school day. This includes during lessons, playtimes, lunchtimes and when moving around the school building. Through PSHE lessons and discussion with groups or individuals, we aim to improve pupils' ability to manage their own behaviour effectively. Please see the behaviour policy for further details. Expectations are made explicit using:

- ❖ School aims and values
- ❖ Rules
- ❖ Class Identity
- ❖ Class Targets
- ❖ Individual pupil targets (including mentor meetings)
- ❖ Role modelling
- ❖ Reward systems
- ❖ Whole school Class Point system
- ❖ School Ambassadors

Assessment

There is no statutory requirement for end of key stage assessment. Some aspects of RSE and health education, which are statutory elements of the science National Curriculum, need to be assessed according to science attainment targets. Assessment of PSHE takes place in accordance with the school assessment procedures for foundation subjects. Continuity and progression in PSHE is ensured using appropriate learning objectives taken from the scheme of work. Evidence may be gathered in a variety of ways including use of 'Crunch Moments', 'draw and write' and See Saw.

Feedback to parents takes place throughout the year via Focus Mentor Meetings and annually in a written report.

Resources

The PSHE Medium Term plans, adapted from the PSHE Association model for the New National Curriculum and guidance from North Yorkshire LA, provides a coherent and progressive programme of lessons. It is divided into Year groups: Year EYFS, 1, 2, 3, 4, 5 and 6. Each year group is allocated appropriate Learning Objectives. The Medium-Term Plans available on the school network and subject leader's file.

The scheme of work is supplemented by the other relevant materials and/or with the support of outside agencies and specialists where appropriate. A number of resources are on-line. CHIPS lessons are resourced through books kept in the PSHE leader's classroom.

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