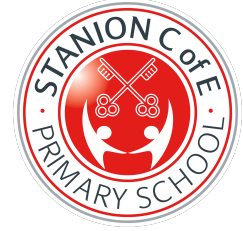


# **Stanion C of E Primary School**



## **PSHCE Policy**

### **Introduction**

Personal, social, health, citizenship and economic education promotes pupils' personal social and emotional development, as well as their health and well being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

### **Intent**

At Stanion C. E Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHCE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

At Stanion C.E Primary School we aim to help the children to:

1. develop confidences and responsibilities and make the most of their abilities.
2. prepare to play an active role as citizens.
3. develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
4. develop good relationships and respect the differences between people.
5. understand some basic principles of finances.
6. make a positive contribution to the life of the school

To do this we link our work closely to our Stanion Super Powers. These focus children's learning behaviours and allow them to develop real world skills through delivery of a bespoke curriculum that meets their holistic and academic needs.

# **Implementation**

## **PSHCE will enable children to practise specific skills in structured contexts and in their daily life including:-**

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Encouraging children to recognise and respect differences between people.
3. The election of a school council/student leadership team in a democratic manner, which actively develops the direction of the school.
4. Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school. These include:-

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for collective worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together.

## **We seek to promote a healthy lifestyle and self confidence for our community by:**

1. The provision of a range of lunch time and after school clubs e.g. football, dance, food technology, Art, Science and Change4Life which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting walk to school.
4. Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall.
5. Attention to the needs of SEN/EAL children.
6. Attention to the needs of G and T children.

We seek the involvement of the whole school community through:-

1. Encouraging parents/ carers to support trips or whole school events.
2. Fortnightly newsletters sent to parents/ carers.
3. The Home/ School agreement.

#### 4. The Parent- Teacher Association

##### **The Teaching of PSHCE**

Stanion CEVA Primary School use the Coram Scarf Resources to support the delivery of the PSHCE and RSE curriculum.

PSHCE teaching in reception will take the form of continuous provision. A weekly session will be delivered through a variety of activities and revisited as necessary.

In KS1 and KS2, a weekly PSHCE lesson will be delivered in each class. In addition to this, time will be given during the day to address any other needs that may arise in whole class or small groups. This may be delivered by the class teacher or the teaching assistant.

Children who require additional mental health or well-being support will be identified on the class provision map. This intervention may be carried out by Mrs Mahon or the class teaching assistant.

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHCE and use this regularly in EYFS, KS1 and KS2.

##### **Time Allocation**

Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHCE.

##### **Resources**

All of the plans are available on the Coram Scarf website. Each teacher will be given a login for this website and will be able to access planning, resources and assessment materials needed to deliver effective PSHCE lessons. Statutory guidance can be downloaded from the National Curriculum website.

## **Impact**

##### **Assessment**

In Reception the children are tracked using the tracking system that is already part of the EYFS framework for PSED.

Using the Scarf assessment tools, each class teacher in KS1 and KS2 will gather evidence prior to the teaching of the unit of work. This will then be repeated at the end of the unit to track pupil progress. This can be delivered as a whole class, small group or individual activity at the discretion of the class teacher. This evidence will be stored in the class reflections book for PSHCE and evidence of this assessment will be recorded on tapestry.

All teachers (EYFS, KS1 and KS2) also use the Scarf success tool to track summative assessment. The 'I can' statements will be completed at the end of each half term with class teachers tracking children who are working towards, at the expected standard or at greater depth within the expected standard by noting their initials on the assessment grid. This will be kept in the class assessment folder.

## **Monitoring**

The Coordinator will carry out a programme of learning walks, pupil interviews and work sampling over the year.

## **Equal Opportunities**

PSHCE follows the Equal Opportunities Policy of Stanion C.E Primary School.

## **Responsibilities**

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Development Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.

Each class teacher is responsible for delivering the scheme of work to their class and being aware of where extra lessons are needed to cover aspects that require more in depth or different support.

The governing body reviewed this policy on Monday, 25<sup>th</sup> March 2024.

Review Date – March 2025

Signed \_\_\_\_\_

Headteacher

Signed \_\_\_\_\_

Chair of Governors