



PSHE Policy

Review frequency: Annually

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Policy guidance for PSHE

Introduction

This policy reflects Robin Hood Primary School's values and philosophy in relation to the teaching and learning of PSHE. It sets out a framework within which teaching and non - teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy document is intended for:

- all teaching staff
- school governors
- parents/carers
- LA advisers / inspectors
- inspection teams including Ofsted.
- teaching students

Copies are provided for school staff and governors. The governors' staff handbook which includes this is located in the staffroom. The staff handbooks are in each classroom in addition to the staffroom.

Subject aims

PSHE is a cross curricular subject and is included within RE, Science, geography, history, PE as well as a subject in its own right. The school aims to enable our children:

- To understand the importance of living a healthy lifestyle
- To relate to others within our society including developing skills such as empathy and tolerance

In the teaching and learning of PSHE we can identify a number of objectives. The children will have the opportunity to:

- To learn about keeping healthy by eating healthily, and the importance of regular exercise
- To learn to respect oneself and others
- To learn that people are individuals of equal value and importance
- To learn that actions have consequences and that they need to be responsible for these.

Method and Approach

At Robin Hood Primary School PSHE is taught through plans developed by the class teachers. These are based the SCARF scheme of work and as part of the cross curricular links with other subjects.



Teacher Planning

- Long term planning is undertaken in the context of the school's overall curriculum plan. The different parts of the programme are drawn together to make manageable teaching units.
- The medium term plan identifies learning objectives and outcomes for each unit and suggests activities which will enable them to be achieved. All staff are involved in the production of the medium term plans with the PSHE co-ordinator ensuring there is consistency within the units and that they promote progression.
- Short term planning is done weekly by the year teams, who build on the medium term plan, by taking account of the needs of the children in their classes and identifying ways in which ideas might be taught to the children. Support staff are given/have access to copies of the short term planning and are fully briefed prior to the start of the lesson.

Grouping and Organisation

PSHE is taught by all teaching staff. Teachers are responsible for their own class organisation. All ensure that their teaching style in relation to PSHE reflects the schools aims and meet the requirements of the National Curriculum and SCARF. Different PSHE activities require different organisation and grouping, therefore children may work individually, in groups, or together as a class where appropriate.

Assessment and Reporting

Strands of this subject are assessed within the context of the corresponding National Curriculum subject area.

Assessment activities are identified in the medium term planning sheets.

Management and Role of the Coordinator

The role of the coordinator is:

- To receive any information / resources which arrive in school.
- To be involved in PSHE planning.
- To monitor the planning and implementation of PSHE throughout the school.
- To advise colleagues on aspects such as resources and ideas.
- To keep up to date with the National Curriculum for PSHE and SCARF and be aware of any changes taking place.
- To identify gaps in resourcing for this subject, to be involved in ordering new equipment and to manage the allocated budget for PSHE.
- To keep a log of activities / courses undertaken within the role of the PSHE coordinator.
- To fulfill the requirements as stated in the curriculum coordinators job description.
- To develop staff skills and confidence through leading staff meetings

Parental Involvement

We recognise the valuable contribution that parents and the community can make to enhance the opportunities for our pupils learning. Visiting speakers from the local community, involvement in fund-raising for local charities etc. and the involvement of parents and carers in a wide variety of activities all give pupils an insight into the way communities function and the rights and responsibilities that individuals have.

When parent helpers and other volunteers are used to support children in PSHE activities, they are carefully briefed by the teacher as to the learning objectives.

Special Needs

We teach Personal, Social and Health education and Citizenship to all children, regardless of their ability. Most PSHE activities can be differentiated to become accessible to all children. All children are taught with careful consideration of their needs. Extra support is given when necessary.

Gifted and Talented

Children are given the opportunities to become peer mediators and buddies to develop their personal and social skills.

Equal Opportunities

This subject will be taught in line with the school's equal opportunities policy ensuring that all children will have opportunities to undertake all activities appropriate to their level of ability and with the respect to their background and beliefs.

This is an important element of the PSHE and Citizenship curriculum. Pupils are encouraged to question and to make responses to what they are taught, but this is done within a framework of respect for the rights of the individual to hold their own beliefs.

Health and Safety

Any visits undertaken must be done with the guidance of the EVC.

Further Actions

To further develop the range of resources and opportunities for PSHE and Citizenship within the school, and to look in particular at healthy eating and supporting mental health and positive relationships.