


MERIDEN CHURCH OF ENGLAND PRIMARY SCHOOL



PERSONAL SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Approved by Governing Body	June 2016		
Signature of Chair		Date	June 2019
Review Cycle	Three years	Review Date	June 2022

Personal, social, health and economic (PSHEE) education is an important and necessary part of all pupils' education. All schools should teach PSHEE, drawing on good practice, and this expectation is outlined in the new national curriculum.

PSHEE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHEE it has been considered unnecessary to provide new standardised frameworks or programmes of study. PSHEE can encompass many areas of study.

Our PSHEE programme equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

At Meriden we use PSHEE 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, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Aims of PSHEE

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens

- to know about economic wellbeing.

We want our children to:-

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Curriculum Content

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. The PSHEE scheme identifies opportunities within every curriculum area. Positive attitudes such as cooperation, politeness and thought for others are explored and encouraged for the benefit of everyone, not just the individual so that we may all enjoy a happy working environment. Citizenship issues are addressed as they arise, and as part of our whole school assemblies.

Classroom teaching is underpinned predominantly through the Jigsaw Programme. Jigsaw PSHE perfectly connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into an easy to use lesson-a-week programme.

Designed as a whole-school approach, Jigsaw provides a detailed and comprehensive scheme of learning for ages 3-16. Jigsaw makes teachers' lives easier by providing extremely well structured, progressive lesson plans with teaching resources included.

Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

Jigsaw consists of six Puzzles (half-term units of work) containing six Pieces (lessons) for each academic year. Every Piece has two Learning Intentions, one specific to PSHEE outcomes and the other designed to develop emotional literacy and social skills.

Jigsaw equips children to thrive in today's world, building resilience and self-esteem and helping them understand real issues e.g. body image, cyber and homophobic bullying, and online safety. Jigsaw, the mindful approach to PSHEE, has a unique lesson structure through the Primary Phase, designed to maximise the learning process.

The Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

Drugs and Alcohol Education

Drug and alcohol education and sex and relationship education (SRE) are taught through The Christopher Winter resources.

This topic encourages children to develop the skills of resisting peer pressure, resilience, empathy, self-awareness and assertiveness.

From Year 1 they will learn about health and personal safety with a focus on medicines and substances found in most homes. Years 3 and 4 cover smoking and alcohol. This includes understanding why people use these legal drugs, the effects they have on our bodies and how to resist use. From Year 5 onwards the children will focus on legal and illegal substances, with an emphasis on the drugs most commonly used by early teenagers.

Lessons are designed to be adapted depending on the degree of knowledge each class has about drugs. All schemes of work include a focus on recognising unsafe and risky situations and developing the skills to ask for help.

Relationship and Sex Education (RSE)

Through RSE we encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

See RSE Policy.

KiVa Anti-Bullying Program

KiVa is an evidence-based Key Stage 2 program to prevent bullying and to tackle cases of bullying effectively. KiVa includes both *universal* and *indicated actions*. The *universal actions*, such as the KiVa curriculum (student lessons and online games), are directed at all KS2 students and focus mainly on preventing bullying. The *indicated actions* are to be used when a bullying case has emerged. They are targeted specifically to the children and adolescents who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

See Behaviour and Anti Bullying Policy

Internet Safety

A range of different resources are used to deliver the e-safety curriculum such as the Barnardo's program 'Real Love Rocks', websites such as www.thinkuknow.co.uk as well as a whole school focus through National Internet Safety Week each February.

See E-Safety Policy

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are weekly timetabled PSHEE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Well Done Assembly.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHEE curriculum will be linked to our work towards National Healthy Schools status. All classes use circle time to promote and discuss issues within PSHEE, and where appropriate we follow the Quality Circle Time model.

The elected school council are actively involved in promoting PSHEE, as are our playground mediators.

Cross Curricular links

Links are made with PSHEE in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences, making comments in 'Jigsaw Journal' record books and in special assemblies celebrating achievement.

Every two years the school takes part in the Health Related Behaviour Questionnaire (HRBQ) run by the Local Authority. This questionnaire is aimed at Years 2, 4 and 6 and provides school with valuable information around whole school areas for learning.

Children are rewarded in line with school policy e.g., 'smiley faces' or 'dojos' for good behaviour, stickers and certificates in the Well Done Assembly on a Friday.

Monitoring and Evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHEE lead on a termly basis to be kept in the PSHEE portfolio.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

Mrs Karen Morris is our governor responsible for PSHEE, and Ms Rosie Weaver has responsibility for pupil welfare. The PSHEE team work closely to ensure that our aims are being met. The school has an action plan as part of the work towards our Healthy Schools status and will carry out self-review of those targets. PSHEE and Citizenship provision will have clearly defined learning outcomes, shown on the planning sheets, and these are shared with children as part of assessment for learning.

Equal Opportunities

Provision for PSHEE is in line with all of our policies. All children have equal access to the PSHEE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Parental and Community Involvement

Parents are invited to join in events in school, including Well Done assemblies and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter.

Working with parents is a vital part of the whole school approach to PSHEE. There is also a section of our school website, showing our Healthy Schools work.

We involve outside agencies e.g. School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum (see visitor policy).

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHEE curriculum for our children.