



## A Policy for Personal, Social and Health Education and Citizenship

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. There is a non-statutory framework for Personal, Social, Health and Economic Education (PSHE) for Key Stages 1 and 2 which:

- promotes the spiritual, moral, cultural, mental and physical development of all children
- prepares children at the school for the opportunities, responsibilities and experiences of adult life

### School Environment

Our school ethos is one where everyone is valued and encouraged, where positive relationships are seen as important, and where the environment is safe, secure and conducive to learning. Therefore we have developed a whole school approach to PSHE which involves all members of the school.

### Aims and Objectives

PSHE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse society. PSHE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed.

We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable the children to:

- develop spiritually, morally, socially and culturally;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol
- understand what makes for good relationships with others;
- understand and manage their emotions;
- Recognise their own worth, work well with others and become increasingly responsible for their own learning and actions, valuing themselves and respect others.
- acknowledge and respect our common humanity, diversity and difference;
- be independent and responsible members of the school and the local community;
- be positive and active members of an inclusive democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- safeguard the environment
- develop effective and fulfilling relationships that are an essential part of life and learning, with other members of the school and the wider community.



## Method of teaching

At Bowerhill Primary School a range of teaching and learning styles is adopted. Everyday teaching promotes:

- Acquiring personal knowledge to help inform individual attitudes and behaviours
- Developing personal skills that enable responsible attitudes to personal health to be translated into responsible behaviours - coping skills, communication skills, conflict resolution skills, resilience and assertiveness. This works alongside the sense of belonging promoted within the established House Teams and also the School Values which we are currently developing.
- The encouragement of self-awareness with respect to personal attitudes, behaviours and responses affecting good health in themselves and others. This is reflected within our school motto 'Experience success - build aspiration.'

We have an active School Council and have recently established an Eco Council. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising (Sport Relief, Red Nose Day and Children in Need). Classes are organised to enable participation in discussions to resolve conflicts and have class rules set and agreed by the children. Children are offered support and guidance if there is a situation which requires adult intervention. We offer our children the opportunity to hear visiting speakers, such as police, fire brigade and charities such as NSPCC and RNLI.

## Health and Wellbeing at our School

We achieved the Healthy Schools Bronze award in 2017. At Bowerhill Primary School we place a great importance on the emotional and mental health, physical health and wellbeing of all children and members of staff. We have highly trained Emotional Literacy and Support Assistants (ELSA's) to support children who have identified emotional needs.

## PSHE Curriculum Planning

We currently teach PSHE through using 'JIGSAW'; a scheme of work which incorporates all features of the PSHE curriculum. Each term focuses on a different aspect which is taught across the school and reinforced through assemblies, whole school events and displays. The main themes of teaching are:

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building



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<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

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### **Inclusion**

We teach PSHE to all children, regardless of their ability or age. Our teachers provide learning opportunities matched to the individual needs of children. Sensitivity will be applied in respect of children's individual needs.

### **Assessment and Recording, Monitoring and Review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching, leading and supporting colleagues. Teachers assess work by making informal judgements through pupil voice and observations during lessons. The PSHE policy will be reviewed annually.

**Written and approved: Catherine Williams PSHE/RSE Coordinator 13<sup>th</sup> July 2021**

**To be reviewed: 13<sup>th</sup> July 2022**