



Thornaby Church of England Primary School

PSHE Policy

Aims and Objectives

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and cultural education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE Curriculum Planning

We teach PSHE in a variety of ways. In some instances, e.g. drugs education, we teach PSHE as a discrete subject. Some of the time we introduce PSHE through our Cornerstones topic work. As there is a large overlap between the programme of study for religious education and the aims of PSHE we teach some of the themes through our religious education lessons.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Marrick to Year 6 children, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

Teaching PSHE To Children With Special Educational Needs

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and Recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.

Monitoring and Review

The PSHE subject leader together with the Head teacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Head teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

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