



PSHE Statement of Practice

1 Aims and objectives

1.1 At Haslam Park we are committed to we are committed to the development of children's social, emotional skills, children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

1.2 The aims of PSHE in our school are-

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self confidence and self esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

2 Teaching and Learning Style

2.1 The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school, including a yearly visit from the Life Education Van.

2.2 ICT is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others.

3 PSHE Curriculum Planning

3.1 In KS1 and KS2 Medium Term Plans are drawn up from the Scheme of Work, and where appropriate are related to the overall half termly curricular theme. A PSHE lesson is timetabled on a weekly basis, as well as short sessions (for example using a circle time game) throughout the week. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant.

3.2 Each year group follows a half termly SEAL topic e.g. New beginnings, Changes etc.

4 Foundation Stage

4.1 In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies six areas of learning, with Personal, Social and Emotional Development being a key foundation to the PSHE curriculum.

5 The contribution of PSHE to teaching in other curriculum areas

5.1 English - PSHE contributes significantly to the teaching of English in our school by actively promoting the skills of mostly speaking and listening. They have the opportunity to compare thoughts and share ideas and feelings with others during circle time.

5.3 Information and Communication Technology (ICT) - ICT is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others.

5.4 Science – Science links closely to PSHE for example healthy lifestyles, teeth and eating, habitats and changes. Children are encouraged to share their thoughts and ideas in all sessions. Cross curricular links are often labelled on teachers plans.

5.5 Spiritual, moral, social and cultural development - The teaching of PSHE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, giving them the chance to discuss their ideas and feelings about their ideas. Through their collaborative and co-operative work across a range of activities and experiences in PSHE, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups. This is discussed in circle times in all year groups.

6 Teaching PSHE to children with special needs

The teaching of science offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, giving them the chance to discuss their ideas and feelings about their ideas. Through their collaborative and co-operative work across a range of activities and experiences in science, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

6.1 At Haslam Park Primary 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 against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP targets are taken into account when planning and teaching science.

6.4 We enable pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom, for example, a visit to the Zoo or museum we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 In accordance with the school's Assessment, Recording and Reporting (ARR) Policy, children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

8 Resources

8.1 There are sufficient resources for all PSHE teaching units in the school. We keep most resources in a central store with others being kept in classrooms.

9 Monitoring and review

9.1 Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.