

**GISBURN ROAD C.P.  
SCHOOL  
BARNOLDSWICK**

**PSHE POLICY**



**DATE AGREED: JANUARY 2023**

**REVIEW DATE: JANUARY 2026**

# **Gisburn Road Community Primary School**

## **Personal, Social, Health and Economic Education (PSHE)**

### **Policy**

#### **Introduction**

- At Gisburn Road Community Primary School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do;
- PSHE is a non-statutory subject. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum 2014;
- The promotion of pupils' personal development, which includes their social development, is a fundamental aspect of education and underpins all other learning through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

#### **Aims**

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

#### **Objectives**

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 regardless of race, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- 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.

#### **Roles and Responsibilities**

The PHSE Co-ordinator has the following responsibilities:

- To lead the review of the SRE policy every 3 years.
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

### **The Governors have the following responsibilities:**

- To ensure that an up-to-date SRE policy is in place and is made available to parents and for inspection;
- To ensure that the SRE policy and curriculum are in line with the DfEE SRE Guidance 2000;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PHSE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

### **Working with Parents/Carers**

- We recognise that parents/carers are key partners in our delivery of a comprehensive PHSE programme for pupils at the school. The PHSE we deliver is designed to support the important role of parents in this area;
- If parents/carers have concerns about any of the content to be covered we ask that these are addressed to the Headteacher.

### **Provision**

- PSHE in our school will follow the Framework for PSHE, given as non statutory guidance in the National Curriculum 2014;
- This framework will be delivered through a variety of teaching strategies but will mainly focus on using the PSHE Association Units and guidance.
- It cannot just be taught as a separate subject, although this is an appropriate teaching strategy;
- It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.
- In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting the differences between people.
4. Preparing for the opportunities, responsibilities and experiences of later life
  - The curriculum offers discreet whole school themed weeks on:-- Anti-Bullying - Keeping Healthy, Keeping Safe

### **Teaching and Learning**

- During timetabled PSHE time every week, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school.
- Postcards are used to celebrate personal achievements with regards to developing positive attitudes to learning with parents and carers.

### **Special Needs**

- We teach PSHE to all our pupils, regardless of their ability;
- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **Resources**

PSHE Association Framework

RSE Policy

### **Assessment, Recording and Reporting**

- Teachers assess the children's work 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;
- We keep records of the contribution to the life of the school and community in photograph and video form;
- Our Celebration Assembly celebrates personal achievements outside school;
- Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
- A comment relating to PSHE will be included in the annual report to parents on pupils' progress.

### **Monitoring and Review**

- The Senior Leadership Team will be responsible for monitoring the quality of teaching and learning;
- The Head Teacher and PSHE Subject leader support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- The PSHE Subject leader will be responsible for monitoring learning outcomes for all pupils each term collating data and producing an analysis and evaluation to the SLT.
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.