



Personal, Social, Health and SMSC Policy (P.S.H.E.)

How the Policy Developed

Although it is not statutory, the school feel strongly about teaching PSHE alongside the new National Curriculum in England 2014.

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

School Values

- We welcome all children into our safe, secure, supportive and stable environment.
- We value diversity and all individual needs of our children.
- We instil a sense of self-worth in every child.
- We teach mutual respect for the values/ideas/beliefs of others in line with British values
- We create a positive learning community.
- We encourage and teach all children to have a positive growth mindset.

Aims and objectives

To enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues including using the internet and social media;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the global, local and 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

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 Planning

We teach P.S.H.E. and SMSC in a variety of ways. In some instances, e.g. drugs education, we teach P.S.H.E. as a discrete subject.

Some of the time we introduce P.S.H.E. through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is an overlap between the programme of study for religious education and the aims of P.S.H.E., we teach some P.S.H.E. through our religious education lessons. We also develop P.S.H.E. through circle time, our Code of Conduct, visits, assemblies and other whole-school events. We offer a residential visit to Year 6, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. Year 6 also participate in 'Crucial Crew'.

Assemblies support the delivery of P.S.H.E and SMSC through value of the month and weekly aspiration lessons.

Early Years Foundation Stage (EYFS)

We teach P.S.H.E. in the EYFS as an integral part of the topic work covered during the year. In the EYFS we relate the P.S.H.E. aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in P.S.H.E. matches the aim of developing a child's personal, emotional and social development and their knowledge and understanding of the world. It develops respect for others, social competence and a positive outlook to learning through growth mindset.

KS1 and KS2

We teach PSHE and SMSC in KS1 and KS2 as an integral part of our topic work and discreet lessons. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE and SMSC curriculum will be linked to our work towards achieving and maintaining Healthy Schools status.

British Values

Roebuck will enhance the teaching of British Values through:

- visits to The Houses of Parliament in London and participating in Stevenage School Council;
- a range of teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- demonstrating how democracy works by actively promoting democracy process such as voting for school councillors, house captains and value of the month winners who are voted by the pupils;
- work with the local community including love in a box and visits in the local community.

PSHE and SMSC and inclusion

We teach PSHE and SMSC to all children, regardless of their ability. Our teachers provide learning opportunities matched to individual needs of all children. Where children have a special educational need, intervention may be required.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community including class meeters and greeters, house captains, sports team captains and learning ambassadors.

Visiting speakers

Visiting speakers from the community, charities or organisations, e.g. health promotion specialist, fire officers and aid workers make a valuable contribution to the PSHE and SMSC scheme of work. Their input is carefully planned and monitored so as to fit into and complement the programme such as technology day and charity fundraising events.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE scheme of work.

“Smartie the penguin told us to think, think, think before we click, click, click and tell someone like our mum and dad or a teacher.”

A comment from a reception child after Technology Day

Assessment and recording

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 their books and in achievement/ class assemblies.

General comments about SMSC will be included in annual reports to parents and discussed during parent’s evenings.

Monitoring and Evaluation

Planning and samples of work, including photographs, work samples and pupil voice, will be collected by the PSHE and SMSC subject leader on a termly basis to be kept in the PSHE and SMSC portfolio. The school has an action plan as part of the PSHE scheme of work and will carry out self-review of those targets.

Date: October 2017

Review Date: October 2019

Reviewed by: Mrs S Prosser and Mrs L Howard.