

# **Norden Community Primary School**

**Personal, Social, Health,  
Emotional Economic and  
Education Policy (PSHEE)**

# **1. Aims and objectives**

## **1.1**

Personal, social, health, emotional and economic education (PSHEE) 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. The aims of PSHEE are to provide children with a wide range of opportunities which allow them to develop the knowledge, skills and understanding to be informed citizens who can lead safe, healthy lives. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHEE also allows children to develop their self esteem and a sense of self worth.

## **1.2**

The aims of PSHEE are to enable children to:

- Develop confidence
- Gain a sense of responsibility
- Recognise what is right and wrong
- Take part in debates and share their ideas/ opinions
- Understand rules/ rules of society
- Understand their community
- Appreciate people's identities
- Be aware of the risks of drugs, alcohol and tobacco
- How to be healthy
- How to make choices
- Understand how their behaviour can affect others
- Understand their rights and responsibilities
- Understand different types of relationships

## **Teaching and learning style**

### **2.1**

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, enterprise week and the planning of special events such as an assembly or open day. We organise classes in such a way that pupils are able to participate in discussion which involves debating whilst working within a set of agreed classroom rules for behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local community, whom we invite into school to share their role in creating a positive and supportive local community.

## **3 PSHEE curriculum planning**

### **3.1**

We teach PSHEE in a variety of ways. In some instances, e.g. drugs education and relationships and sex education (RSE), we teach PSHEE as a

discrete subject. We use the Social and Emotional Aspects of Learning (SEALs) package, the Science curriculum, the Rochdale Local Education Authority (LEA) guidance and other authority schemes of work to formulate programmes of study which enables us to deliver a broad and balanced programme of study. The scheme of work developed is current and personalised to the school ensuring local issues and national issues and sensitive issues are tackled. Where possible we endeavour to link PSHEE to our whole school topic based approach to learning. The curriculum is a spiral curriculum which allows pupils to build upon prior knowledge and revisit areas of learning each year.

### **3.2**

As there is a large overlap between the programme of study for Religious Education and the aims of PSHEE, we teach a considerable amount of the PSHEE curriculum through our Religious Education lessons.

### **3.3**

We also strive to develop PSHEE through activities and whole-school events, e.g. the School Council representatives from each class meet regularly to discuss school matters and to decide which events and charities we would like to support both locally and nationally.

## **4 Foundation Stage**

### **4.1**

We teach PSHEE in the Foundation Stage as an integral part of the topic work covered during the year. Our teaching in PSHEE supports the aim of developing a child's personal, emotional and social skills as set out in the curriculum guidance. As the Foundation Stage plan using Development Matters, we relate the PSHEE aspects of the children's work to the objectives set out in the document, appropriate to each child's level of development. The Foundation Stage also use the SEALs resources and booklets to support their planning.

## **5 Teaching PSHEE to children with special needs**

### **5.1**

We teach PSHEE to all children, regardless of their ability. Our Teachers provide learning opportunities matched to the individual needs of all children. When teaching PSHEE we take into account the targets set for the children in their Individual Education Plans (IEPs).

## **6 Assessment and recording**

### **6.1**

Teachers assess the children's work in PSHEE both by making informal judgements as they observe them during lessons and by doing summative assessments of their work, measured against the specific learning objectives set out in the National Curriculum, which are then shared with parents and carers on each child's annual report. Teachers use classroom monitor rising stars to formally assess PSHEE.

## **7 Resources**

### **7.1**

We keep some of the resources for PSHEE in a central store in folders, books and boxes, some in our classrooms and we have additional resources in the library. Our PSHEE subject leader holds a selection of reference materials for teaching sensitive issues.

## **8 Monitoring and review**

### **8.1**

The PSHEE subject leader and team are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader and team support colleagues in the teaching of PSHEE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject. The subject leader is also responsible for liaising with governors, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable her to fulfil this role by reviewing samples of children's work, interviewing them about their understanding of the subject and visiting classes to observe teaching in the subject.

### **Links with other policies:**

This policy is linked with

Behaviour policy

Child Protection/Rochdale Borough Safe guarding procedures

Equality policy

Confidentiality Policy

Drugs Policy

Relationships and Sex Education Policy

Anti-Bullying Policy

### **Useful Documents:**

**Preventing and tackling bullying.** Advice for headteachers, staff and governing bodies. March 2014. DFE-00094-2014  
Rochdale Anti-Bullying Policy 2014 and appendices.

PSHE Association. **Teacher Guidance preparing to teach about mental health and emotional well-being.** March 2015.

**Mental health and behaviour in schools.** Departmental advice for school staff. June 2014. DFE-00435-2014

This policy will be shared with all teaching staff, Head teacher and Governors. It will be reviewed every 2 years or earlier if new legislation requires it.

Date of policy December 2011, reviewed December 2013, December 2015, and September 2017. Review date December 2019.

