



ST LAURENCE CE PRIMARY SCHOOL
Scheme of Work for Personal, Social and Health
Education

**A Personal, Social and Health
Education Policy.**
ST LAURENCE CE Primary School

Reviewed in September 2017

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Personal, Social and Health Education and Citizenship Policy for St. Laurence's C of E Primary School

Background to the policy

PSHE at St Laurence CE Primary School is based on the non- statutory framework given in the National Curriculum.

In order to assist staff in their understanding and delivery of the framework we have put into place the PSHE Associations programme of study.

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

What is PHSE and Citizenship?

The National Curriculum states that, "Personal, social and health education and citizenship help to give pupils the knowledge ,skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens." (Page 136 National Curriculum.)

In order for this to be possible, it is essential that pupils are given as many opportunities and experiences to enable them to be aware of their own worth and also to realise that this brings responsibilities towards others. Pupils need opportunities to reflect on the changes and issues which affect them and help them decide how they can become responsible members of society.

Aims of PSHE and Citizenship

Overarching concepts developed through the Programme of Study

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Career (including enterprise, employability and economic understanding)

As stated in Curriculum 2000, during KS1, children should be taught:

- to learn about themselves as developing individuals and members of their own communities and the teaching should build on the early learning goals for personal, social and emotional development
- to learn the basic rules and skills for keeping themselves healthy and safe and for behaving well
- to take some responsibility for themselves through the opportunities given to them
- to give children opportunities to show respect for the environment
- to learn about their own and other people's feelings to become aware of the views, needs and rights of other children and older people
- to learn social skills such as sharing; taking turns, play, helping others, resolving simple arguments and resisting bullying
- to take an active part in the life of their school and its neighbourhood.

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During KS2 pupils should be taught:

- to learn about themselves as growing and changing individuals with their own experiences and ideas.
- to learn about themselves as members of their communities
- to learn about the wider world and the interdependence of communities within it.
to develop their sense of social justice and moral responsibility
to begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- to learn to take part more fully in school and community activities
- to face the changes of puberty and transfer to secondary school with support and encouragement from their school
- to make more confident and informed choices about their health and environment
- to take more responsibility, individually and as a group, for their own learning
- to resist bullying.

For both Key Stages positive self- esteem and confidence are important as foundations to enable children to be secure, motivated, confident and independent learners. As part of that learning children need to develop assertiveness and skills of negotiation, conflict resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children's personal safety should be addressed and children also need to develop their role as a sensible consumer.

At **ST LAURENCE CE** School we believe that our practice in PSHE and Citizenship helps our school to relate well to the local community. Our children are happy, confident and well motivated and have a wish to learn and be involved in all aspects of their learning. Our policy and practice promote equality for everyone.

At this school we are aware that PSHE includes aspects of school life not confined to the classroom e.g . friendship, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Both will complement each other as PSHE does not exist in a vacuum. Through the breadth of opportunities offered to children in **both** key stages, pupils will be encouraged to make choices **and** decisions in the issues which affect our lives.

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Curriculum Organisation

PSHE and Citizenship will be delivered as follows:

- Termly through planned units of work with a main focus and cross-curricular links appropriate to the theme.
- The main planned focus will be appropriate to the children at whatever stage of their primary life and curriculum coverage will ensure progression
- Throughout KS1 and KS2 varying aspects of PSHE will be addressed at different times. All of the PSHE and Citizenship curriculum will not be delivered in one year. It is recognised that certain areas will need to be delivered each year or each term as appropriate e.g. making of class rules, the STAR programme for year six pupils.
- By visiting speakers or through visits out of school. At this time all speakers will work with the class teacher
- As with all other areas of the curriculum PSHE in the classroom will be delivered through a range of strategies e.g. whole class or group discussion, circle time, videos, recorded work, drama etc.
- Cross- curricular links will be made whenever possible and identified in planning. The main curriculum area being studied will be evident in recorded work.
- Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PHSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

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Relationships within school

Relationships at St Laurence CE Primary School are based on an atmosphere of trust and respect for everyone. Pupils are encouraged to develop good relationships with their peers and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment for the children. Visitors to the school are welcomed and we value the help and support we receive from parents and governors, many of whom help school in a voluntary capacity.

Liaison with parents

All parents new to the school are given a prospectus setting out school's aims and procedures. Parents are welcomed into school. Any parent wishing to send their child to St Laurence CE Primary School are welcome to view the school. There is a very active "Friends Association" for parents that contributes substantially to fund raising and is an opportunity for parents to meet one another socially.

Staff are always approachable and willing to discuss children's progress and welfare with parents at their request. If staff feel it is necessary they may also ask to speak to parents.

We hold regular parent's open evenings so that parents can discuss their child's work with the class teacher.

Parents are given a formal report on their child's progress at the end of the academic year. Information evenings are also held to consult with, and inform parents e.g maths evenings, sex education policy and prior to residential visits.

Equal Opportunities

All pupils have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that school's PSHE supports the personal and social development of children at home.

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The Role of Collective Worship and PSHE

Through school's Acts of Worship many topics also relevant to PSHE will be discussed at the level appropriate to the children. Assemblies are also forums for children to receive positive feedback and to celebrate their achievements at school and in the wider community. Children from Ks2 are given responsibility for preparation of the hall. Children from both key stages participate in assemblies at various times.

Resources available in school

- PSHE Association
- Set of circle time /PSHE books in Office
- Health Matters KS1
- Just a Spoonful KS1
- The National curriculum online web—site may also provide useful starting points for study and cross - curricular links. www.nc.uk.net WWW.wiredforhealth.gov.uk

Assessment, recording and reporting

Pupils will be informally assessed by staff throughout their work and the reports to parents will reflect this.

Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning.