



**The Bellbird Primary School**



**Personal Social Health Education Policy**

**September, 2021**

**(To be reviewed Autumn 2022)**

## **Introduction**

### **PSHE and its Role in School**

At The Bellbird Primary School, we see PSHE as being at the centre of the teaching and learning. It has a positive influence on the ethos, processes and relationships in the school and therefore requires the full commitment and understanding of the school community as a whole.

PSHE enables pupils to develop the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of a community. They learn to understand and respect our 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.

### **Aims and Objectives**

At The Bellbird Primary School, we aim to enable our pupils to become effective learners and effective citizens both within and beyond the school.

Our PSHE programme aims to address the following aspirations that we have for all of our pupils:

- to develop self-confidence, self-awareness and high self esteem
- to think critically and make decisions
- to express opinions confidently
- to become self-reliant, self-motivated and self-disciplined
- to work co-operatively with others
- to take responsibility
- to be sensitive towards the feelings and opinions of others
- to be able to make and sustain good relationships
- to cope with change and new challenges
- to develop and sustain a healthy lifestyle
- to be safe

**PSHE and Citizenship also enables our children to practise specific skills in structured contexts and in their daily lives.**

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in the setting of their targets for learning.
3. Encouraging children to recognise and respect differences between people.
4. The election of a school council in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

**There are wider opportunities for personal and social development at school. These include:-**

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for collective worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for example Art Week, Number Day, Science Week, Sport's Day, Plays and Celebrations

**Curriculum Organisation**

At The Bellbird Primary School, we ensure that all pupils have access to the PSHE programme in a planned and coherent way. PSHE is taught in a range of forms:

- as a discreet timetabled subject, following a 2 year rolling programme as attached
- through subject teaching (e.g. Science, RE, Geography)
- through enrichment activities (e.g. assemblies, visits, visitors)
- through incidental work and daily occurrences (the 'hidden' curriculum)

**Continuity and Progression**

Continuity and progression is ensured through following the Cambridgeshire PSHE Units of Work. See the curriculum map for more detail.

## **Teaching and Learning Strategies**

In order for effective PSHE education to take place, three strands of learning need to be evident: knowledge, skills and attitudes. An example of these three strands being used in Drugs Education would be:

- Knowledge – the children are taught about the harmful effect smoking has on the body
- Skills - the children are given the opportunity through role play, to develop decision making skills and strategies of saying no to a friend who offers them a cigarette
- Attitudes – children are given the opportunity to discuss their attitudes to smoking now and how they think these might change in the future.

In order to cover these strands, a wide range of methodology is used. These include: Circle time, working in pairs, groups and whole class situations, drama and role-play, use of puppets, drawing and writing activities, use of fiction and video.

## **Resources**

The resources used in the PSHE programme are listed in the Scheme of Work Resource Appendix. The main resources are:

- **Teaching Guidance**
  - Book List
  - SEAL Documents
  - Planning and assessment
  - Teaching Guidance
- **TOOLKITS**
  - Anti Bullying Toolkit
  - Assemblies
  - Bereavement Guidance
  - SRE Toolkit

### **Other resources available**

- Cambridgeshire Portal
- Selected texts located in the school's atrium.

Outside agencies may be used to support the PSHE curriculum and such support should be used within the context of this policy and school practice in relation to visitors.

## **Contribution to Other Areas of the Curriculum**

PSHE, and in particular, the aspects of it which contribute to personal and social development, is at the heart of the wider curriculum. It both contributes to and includes elements of cross-curricular areas such as Spiritual, Moral, Social and Cultural development and environmental education.

PSHE also links with all subjects of the curriculum, and aspects of it will be addressed throughout the school day. Certain subjects provide particular teaching and learning opportunities. For example, aspects of sex and drug education may be delivered through Science, and work on feelings and relationships through RE. Cross-references should therefore be made to the following policies and schemes of work:

- Relationships and Sex Education Policy
- Drugs Policy
- Science Policy
- RE Policy
- Child Protection Policy
- Behaviour Policy
- Health and Safety Policy
- Visits and Visitors Policy
- Health Promoting Schools Action Plans
- Physical Activity Policy
- Food Policy

### **Health and Safety**

Health and safety issues in the process of curriculum delivery of PSHE are few. However, health and safety issues must be considered in 'implicit' approaches to PSHE throughout the school. These issues include playground activities, visits out of school, first aid and medicine policy and practice and sun safety in the summer. All of these are reflected in curriculum content.

### **Equal Opportunities**

In PSHE, a commitment to equal opportunities is built into the processes and implicit teaching and learning, as well as into the explicit content of the teaching programme. For example, boys and girls will be encouraged to carry out different role-plays, alongside explicit teaching and learning about discrimination and stereotyping.

Refer to the Equality Policy for further information.

### **Assessment**

Progress and achievement is reported on in the annual report to parents, both as a discrete subject and in the general comments about a child's personal and social characteristics. The pupils are given opportunities to engage in age appropriate self-evaluation and are given responsibility with regard to their own targets for the future.

Other assessment takes place through the annotation of teachers' planning.