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**Shawlands Primary School**

**Policy**

**Personal, Health and Social Education Policy**

**REVIEWED EVERY 3 YEARS**

**(AUTUMN 2018)**

**Introduced: Autumn 2019**

**Written by \_\_\_\_\_\_\_\_\_\_\_\_:**

**Signed…………………………………..**

**Approved by the Governing Body on:**

**Signed……………………………………**

**Shawlands Primary School**

**Personal, Health and Social Education Policy**

At Shawlands, children follow relationship and health education, which is compulsory and children cannot be withdrawn from. This is because it forms part of the basic curriculum and contributes to the spiritual, moral, social and cultural development of children, giving them the knowledge, skills and understanding to lead confident, healthy, independent lives becoming informed, active and responsible citizens. This underpins all of the work that we do in school, including our behaviour policy, to ensure that our learners are life-ready when they leave Y6 and that they play an active and successful role in the wider community.

At Shawlands we aim to provide a balanced curriculum which:

* Promotes the spiritual, moral, cultural, mental and physical development of children.
* Prepares children for the opportunities, responsibilities and experiences of adult life.

**OBJECTIVES**

Foundation Stage:

To enable the children to develop:

* Good dispositions and attitudes
* Self confidence and self-esteem
* Positive relationships
* Self-control and good behaviour
* Skills of self-care
* A sense of community

Key Stages 1 and 2:

To enable the children to develop:

* Confidence and responsibility, making the most of their abilities
* A healthier and safer lifestyle, including internet safety
* An active role as citizens
* Caring friendships and relationships, including online relationships, while respecting the differences between people
* An understand of the benefits of good mental health and wellbeing

**ORGANISATION OF THE CURRICULUM**

In the Foundation Stage the children follow the Early Years Foundation Stage document. At Key Stages 1 and 2 the framework is based upon the guidelines from the National Curriculum document and the Relationships Education and Health Education guidance from the Department for Education (2019), supplemented by Circle Time, discrete teaching of objectives and cross curricular teaching where objectives complement other national curriculum areas. Planning is documented on a medium term planning sheet with daily/weekly experiences enhanced by staff.

**TEACHING AND LEARNING METHODS**

A combination of methods are used by class teachers and Higher Level Teaching Assistants to provide pupils with a broad and balanced PSHE curriculum:

* Separately timetabled PSHE/Circle time
* In combination with other subjects through cross-curriculum planning
* Through visits, visitors and special events, e.g. Crucial Crew and South Yorkshire Police
* Through the School Council
* Special themed weeks like ‘friendship week’ or ‘enterprise week’

**ACCESSABILITY**

At Shawlands, it is vital that PSHE is accessible for all. This is why high quality teaching is differentiated and personalised for the needs of all children, including pupils with special educational needs and disabilities. We take into account the preparing for adulthood outcomes, which are set out in the SEND code of practice, when teaching this subject to those with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, therefore we take these factors into account when planning the PSHE curriculum.

**ASSESSMENT**

There is continuous assessment by teachers. Reporting to parents happens verbally at parents’ meetings and in written format annually on the child’s academic report. Teachers make continual formative assessments to capture progress in a range of ways, for example, tests, written work, self-evaluations and questioning.

This policy is available at:

<http://www.shawlandsprimaryschool.co.uk/policies>

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**Autumn 2019**