

Cherry Orchard Primary School

Personal, Social, Health and Economic education Policy.

Date of Policy:	March 2017
Member of Staff Responsible:	Anita Jaswal
Review Date:	March 2019
Consultation:	This policy was developed with staff following PSHE Association guidance.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures which support the vision of:

“We care, we learn, we succeed.”

School context

Cherry Orchard is a larger than average primary school with 473 pupils on role, serving an area of Handsworth Wood in North Birmingham. The school is truly multicultural; the main ethnic groups being Pakistani, Indian and Black Caribbean. Over 95% of pupils are from minority ethnic groups. The school deprivation indication places the school in line with average national data and an average proportion of pupils are eligible for the pupil premium.

We have also gained healthy school status.

Policy Statement

We aim to build an atmosphere of trust and a high quality of pastoral care and self-esteem. These areas are not only fostered through the PSHE Policy and Sex/Relationships Policy but also through our SMSC curriculum, general ethos and environment. We meet the statutory requirements of the 1996 Education Act Section 351 to provide a broad and balanced curriculum. The aim of this policy is to raise the awareness of PSHE and Citizenship with parents, staff, governors and pupils.

PSHE is an essential part of every pupil's experience at Cherry Orchard; it is at the core of the curriculum and every day school life.

The school vision, 'we care, we learn, we succeed' is at the forefront of our vision for PSHE. The outcomes of our PSHE programme are as follows:

We care

- create a caring and healthy environment reflecting our school ethos
- encourage respect for others and an understanding of and a tolerance towards various races, religions and cultures present in society
- provide pupils with the opportunity to become responsible citizens.

We learn:

- broaden the expectations and experiences of pupils
- help pupils develop lively enquiring minds, the ability to question and argue rationally and apply themselves to tasks
- create an appropriate learning environment in which pupils can develop an understanding of PSHE.

We succeed:

- enable children to realise their full potential both as a pupil and eventually as a mature member of the community
- to provide pupils with the necessary skills to become confident, healthy and active individuals
- prepare pupils for the decisions and choices they will encounter in adult life
- raise pupil's feelings of self-esteem, self-confidence and self worth.

Content

PSHE is taught as a spiralling curriculum across the school under the advice of the PSHE Association. It makes a significant contribution to the development of a wide range of essential interpersonal, intrapersonal and enquiry skills.

The three main areas of learning

- Health and wellbeing
- Relationships
- Living in the wider world – Economic wellbeing and being a responsible citizen

The overarching concepts within PSHE

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **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)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding).

Curriculum Overview

Health and Wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, such as puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing.

Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

At Cherry Orchard, the spiritual, moral, social and cultural development of children is promoted through the PSHE curriculum, which also links closely to the exploration and promotion of British Values. As well as being embedded across the curriculum one hour a week is also allocated to the direct teaching of PSHE.

Cherry Orchard uses different forms of curriculum provision to teach PSHE. These include:

- Direct teaching of PSHE through the JIGSAW scheme
- SMSC runs throughout the school
- Promotion of British Values
- Discrete curriculum time
- Teaching PSHE/promoting SMSC through and in other subjects/curriculum area. (See links with other curriculum areas and policies such as behaviour management, child protection etc).
- School events, focus weeks and visitors
- Assemblies
- Collective Worship
- School Council, Peer Mediation and Young People's Parliament (Handsworth Consortium), Eco Council, Sports Crew, Lead Learners
- Core values and ethos
- Relationships between staff and pupils
- Links with parents and the community

Methods of Teaching

From Reception to Year 6, the majority of the PSHE curriculum is delivered using the 'Jigsaw' PSHE schemes of work which is delivered under the following themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

- Discrete PSHE sessions include a variety of approaches including whole class and small group discussions, circle time, role-play, videos and quizzes.
- Activities that take place are open-ended to allow differentiation by outcome and task.
- Pupils work on a range of projects and outcomes whilst achieving the objectives and record their knowledge and reflections in their PSHE books.
- Pupils are encouraged to reflect on their learning and complete half-termly assessments based on key objectives.

Equal Opportunities

The school is committed to working towards equality of opportunities for all pupils regardless of their gender, race, disability and social background.

Respecting differences in people is underpinned throughout the PSHE programme.

The PSHE curriculum follows the PSHE Association guidelines and explores issues of cultural differences, racism and forms of discrimination.

All the children have equal access to information regardless of colour, creed or gender.

Race Equality

Within the PSHE curriculum, all children have an opportunity to experience and develop an understanding and respect for other cultures. The content within the schemes of work include opportunities for pupils to address issues of race, race equality, racism, conflict and achievement. Pupils are actively encouraged to challenge and question views that do not reflect race equality and respect for cultural diversity, helping them to recognise and challenge prejudice, bias and stereotyping. This is also reflected in the Drugs Education Policy and Sex and Relationship Education Policy, which are directly linked to the teaching of PSHE.

Supporting the Jigsaw scheme

The school predominantly follows the 'Jigsaw' PSHE scheme which is quality assured by the PSHE Association (recommended by the Department for Education).

The school also makes use of the following teaching materials

- PSHE Teacher Books
- Children's story books
- Channel 4 'Living and Growing' series (recommended by the Health Education Unit)
- CD ROMs
- Videos
- Outside Agencies
- Internet Sites
- BGFL

All resources are monitored to ensure they reflect today's society, a variety of role models, promote equality and challenge stereotypical images.

Dissemination of Policy

The policy is made available to all staff. Copies of the policy will also be available to parents upon request. Parents will be notified of this through the school prospectus. Any questions regarding the PSHE policy and delivery should be directed towards the Head Teacher or PSHE Leader.

Monitoring and Evaluation

- Half-termly evaluations are completed by teaching staff and monitored by the SMSC Leader
- Teaching staff fill in assessment records which are linked to the Jigsaw scheme. These are analysed by the SMSC Leader and fed back to the leadership and senior management team.
- Book Sampling takes place regularly

Guidance consulted

PSHE Association programmes of study
Children Act 2004
Healthy Living Blueprint 2004
Excellence and Enjoyment 2003
Every Child Matters 2003
The National Curriculum September 2013
Keeping Children Safe in Education 2016

Policy Review

This policy was originally written by Anita Jaswal, PSHE Coordinator, with support from the Health Education Unit. It will be reviewed on a two-yearly basis unless more recent legislation or publications require it to be reviewed at an earlier date.