**Introduction**

* At Wellesbourne Primary and Nursery School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do;
* Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the National Curriculum 2014; Relationships Education, Relationships and Sex Education (RSE) and Health Education document 2019
* The promotion of pupils’ personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;
* Through our curriculum, our school environment and our school ethos, we promote pupils’ self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

**Aims**

* To encourage pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future;
* To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
* To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

**Objectives**

To enable the children to: -

* Know and understand what constitutes a healthy lifestyle;
* Be aware of safety issues;
* Understand what makes for good relationships with others;
* Have respect for others regardless of race, gender and mental and physical disability;
* Be independent and responsible members of the school community;
* Be positive and active members of a democratic society;
* Play an active part in decision making;
* Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
* Develop good relationships with other members of the school and the wider community;
* Appreciate and inherit the Wellesbourne Primary and Nursery School core values into their own philosophy;
* Develop positive learning behaviours

**Roles and Responsibilities**

**The PSHE Co-ordinator has the following responsibilities:**

* To lead the annual review of the PSHE and Statutory RSE policy;
* To ensure that resources used are relevant and appropriate to the needs of the children;
* To lead on the evaluation of the PSHE policy and programme;
* To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE including RSE.

**The Governors have the following responsibilities:**

* To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
* To ensure that the PSHE policy and curriculum are in line with the guidance in the National Curriculum 2014;
* To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

**Teachers have the following responsibilities:**

* To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school’s PSHE policy, and other relevant school policies;
* To contribute to the evaluation of the programme;
* Assessing children’s progress against the agreed learning outcomes;
* Communicating with parents when appropriate/necessary.

**Working with Parents/Carers**

* We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area;
* If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

**Provision**

* PSHE at Wellesbourne will follow the Framework for PSHE and statutory RSE guidance in the National Curriculum 2014;
* This framework will be delivered through a variety of teaching strategies but will mainly focus on using the PSHE Association Programme
* Some elements of PSHE are taught effectively as a separate, explicit subject, for example some lessons in the ‘PSHE Association Programme’. In addition to this, PSHE must also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school’s values), circle time and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;
* A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.
* In following the framework our pupils will be taught the three key components of PSHE knowledge, skills and understanding:

1. **Relationships** (Families, developing good relationships and respecting differences, equality)

2. **Living in the Wider World** (Preparing for the opportunities, responsibilities and experiences of later life).

3. **Mental Health and Wellbeing** (Healthy Lifestyles mind and body)

* The curriculum offers discreet whole school themed days/weeks on:-

- Anti-Bullying

- Keeping Healthy, Keeping Safe

- Relationships

- Living in the Wider World

- Internet Safety

- Our Wellesbourne Values

These events are an enhancement to the subject and give the school ways to include the wider school community, they are not used as an alternative to teaching the subject.

**Learning and Teaching**

* During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
* All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
* Visiting speakers such as the police and health workers also contribute to the taught curriculum;
* Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
* Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school;
* The children are all striving to earn Wellies (school money) to add the their bank books which encourage personal and social development as well as creativity;
* Postcards sent home are used to celebrate personal achievements with regard to developing positive attitudes to learning and by demonstrating our core values, with parents and carers.

**Special Needs**

* We teach PSHE to all our pupils, regardless of their ability;
* Learning opportunities are matched to the individual needs of children with learning difficulties;
* Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

**Equality**

The Equality Act 2010 legally protects people from discrimination in wider society.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance through careful planning and knowledge of individual children.

Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study.

For further details on withdrawal, please see the school office or call 0151 226 9745

**Assessment, Recording and Reporting**

* Teachers assess the children’s learning by making informal judgements (formative assessment) as they observe them during lessons;
* We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
* Pre and post learning tasks are used at the beginning and end of taught topics, this indicates pupils personal progress against set criteria
* We keep records of the contribution to the life of the school and community in photograph and video form (SMSC Gridmaker) and these are listed on the end of year report;
* Our Praise Assemblies celebrate personal achievements outside school;
* Postcards home celebrate personal achievements with regards to developing positive attitudes to learning;
* A comment relating to PSHE will be included in the annual report to parents on pupils’ progress.

**Monitoring and Review**

* The Senior Leadership Team will be responsible for monitoring the standards of children’s work and the quality of learning and teaching;
* The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
* All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed in line with the schools RSE Policy on a yearly basis and will be completed in consultation with governors.

**Resources**

* All teaching staff have their own copy of the PSHE Association Thematic Model, which outlines the programme, how to deliver it and has resources in the appendix.
* All staff attended ROAR training in 2018.
* All staff attended meditation session twilight December 2018.