



**Date of Policy:** Mar 2010

### **Aims of Personal, Social and Health Education**

The P.S.H.E. curriculum provides learning opportunities and experiences which enable pupils to develop knowledge, skills and understanding necessary for personal and social responsibility. Curriculum content should enhance pupils' self-esteem and their confidence to learn and make informed decisions.

#### **Primary**

The Framework for P.S.H.E. at key stages 1 and 2 (NC Handbook for primary teachers QCA/99/436 Early Learning Goals).

#### **Objectives of P.S.H.E.**

- To develop confidence and responsibility, enabling pupils to make the most of their abilities.
- Preparing pupils to play an active role as subjects of the U.K.
- To develop healthy, safer lifestyles.
- To develop good relationships and respect differences between people.

### **Rationale**

#### **St. Columba's Catholic Primary School Mission Statement**

Taking Jesus as our inspiration and example we aim to: strive for excellence, celebrate achievement, support equality, value each individual and promote inclusion.

The staff and Governors at St. Columba's school are committed to "promoting the spiritual, moral, cultural and physical development of our pupils and preparing them for the opportunities, responsibilities and experiences of adult life" (1966 Education Act Section 351).

It is the intention of staff and governors that sensitive issues (for example, in relation to Sex & Relationships/Drugs Education) will be dealt with sympathetically in order to address the needs of pupils.

The PSHE programme will be delivered to address the appropriate indicators in the National Healthy Schools Quality Standards for PSHE; Citizenship, Sex and Relationships Education, Drug Education, Healthy Eating, Emotional Health, Physical Activity and Safety.



### **Role of P.S.H.E. Co-ordinator.**

- To plan the PSHE programme and SEAL programme in consultation with staff and Governors.
- To advise staff on schemes of work and resources.
- To liaise with external agencies/support staff to enhance delivery of the programme.
- To monitor implementation of the programme.

### **Role of Teaching Staff**

- To have responsibility for lesson planning, delivery and evaluation.
- To initiate class 'Ground Rules' to create a comfortable, sensitive, respectful classroom environment, to explore issues, appreciate difference and value opinions.

### **The P.S.H.E. Programme**

The Scheme of Work has been developed in accordance with national (QCA/DfES) requirements and with Knowsley LA's guidance. Where appropriate, additional quality assured support may be utilised to enhance the delivery of certain aspects of the programme (e.g. careers advisers, health promotion personnel, school nursing service, education consultants, Theatre in Education companies).

<b>Programme Delivery</b>	<b>Primary Schools</b>
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Teaching will not be confined to a specific time on the timetable. There will be a combination of discrete curriculum time, cross-curricular coverage and delivery through whole school events (e.g. healthy days/road safety sessions).

PSHE does form part of the timetable- each class will have a PHSE lesson for at least 30 minutes per week. This is often in the form of a circle time.

In Nursery and Reception, topics are delivered to address the Early Learning Goals for personal, social and emotional development at the Foundation Stage.

Topics are planned as part of a 2 year rolling programme throughout key stages 1 & 2.



### **Pupils recording:**

Where recording of work is appropriate, childrens work is recorded in a plain papered exercise book.

### **Planning:**

As PSHE is cross curricular, the planning of it will be annotated on the relevant Medium Term Plans. PSHE is included on the weekly plans and is sometimes with reference to the SEAL project.

PSHE is taught in each class for a minimum of 30 minutes a week. Again this is usually with reference to the SEAL project but can also be linked to other subject areas such as RE or Literacy.

### **Resources:**

The main resource is the SEAL programme. A new topic is introduced to the whole school in the form of a class assembly. Each class then follow their specific scheme of work. A final assembly then concludes the topic wherein a group of children present their work to the whole school.

### **Assessment, reporting and recording:**

Assessments are recorded in the observational diaries. This is ongoing throughout the year.

The reporting of PSHE is included in the annual parent's reports.



**Programme Topics**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	Myself & my school (p) My special people (s)	My Body (h) Keeping Healthy (h) Keeping Safe (b)	My Environment(c) Where I Live (c) Community Care c
<b>Yr 1</b>	Our friends [c] Friends [s]	Our community [c] Keeping Safe [h]	Myself [p]
<b>Yr 2</b>	My School Life [p]	Our Environment [c]	My Body [h] Keeping Healthy [h]
<b>Yr 3</b>	Looking after our school [c]	Looking after myself [h]	Circle of friends [s]
<b>Yr 4</b>	Health for life [h]	Safe and sound [c]	Equal opportunities [s] Living Together [s]
<b>Yr 5</b>	Personal Safety [h] Healthy Eating [h]	Family Life [s]	Growing up [h] Self awareness [p]
<b>Yr 6</b>	Headline News [c] Drug Awareness [h]	Rights & Responsibilities [c] Democracy [c]	Moving on [p] My future [p]



Schemes of work for the topics detail teaching/learning opportunities and learning outcomes in terms of knowledge/understanding and skills.

### **Drug Education**

Drug Education is delivered through the following Health Education topics:

Reception	-	Keeping Safe
Year 1	-	Keeping Safe
Year 3	-	Looking After Myself (smoking)
Year 6	-	Drug Awareness

(See Drug Policy for Management of Incidents and Drug Related Issues and for details relating to rationale for drugs education).

### **Sex & Relationships Education**

Sex & Relationships Education is delivered through the following Health Education topics:

Reception	-	My Body
Year 2	-	My Body
Year 5 & 6	-	Growing Up

(See Sex & Relationships Education Policy for details relating to national and local guidance aims/objectives, rationale, moral and values Framework, specific and sensitive issues, appropriate teaching strategies).