

# MERE SCHOOL

## PSHE Policy

Physical, Social and Health Education and Citizenship is designed to allow children to increase their understanding of themselves, their relationships and the world around them and to equip them to deal with the challenges and issues which they will face as they grow up.

Initial guidance issued by the QCA (April 2000) on implementing the Framework for PSHE and Citizenship at KS1 and 2 advocated a whole school approach because 'pupil's personal and social development is influenced by many aspects of school life'. It identifies 3 forms of curriculum provision:

- discrete curriculum time,
- teaching PSHE and citizenship through and in other subjects/areas,
- through PSHE and citizenship activities and school events.

Our school believes that a combination of these is needed in a whole school approach.

The school recognises and agrees that each member of the school community (pupils, staff, parents and governors) has the right to be encouraged, supported and treated with respect so that everyone has the ability to achieve optimum health and well being.

The Scheme of Work is divided into 4 strands – 'Healthy Lifestyles', 'Sensitive Issues', 'The World of Drugs' and 'My Relationships'.

### Aims

- To promote the spiritual, moral, mental and physical development of pupils at the school and in society and prepare them for the opportunities, responsibilities and experiences of adult life.
- To provide pupils with accurate information regarding health related matters, to help them clarify the attitudes and values, which influence health choices.
- To allow pupils to learn and be proud of their achievements by raising their self-confidence, self-worth and self-esteem.
- To prepare pupils for the physical and emotional challenges of growing up.
- To develop skills in personal relationships, self-esteem, assertiveness, decision-making and problem solving.
- To develop a growing understanding of risk and safety and the skills which they require to make themselves safe.

### Organisation

We believe that an integrated approach to PSHE is the most appropriate for children of Primary School age and that a spiritual curriculum should be adopted whereby topics and issues recur at increasing conceptual levels as pupils grow older and more mature.

Sex Education – please see Sex and Relationship Policy.

We aim to provide a healthy school by:

- 1 recognising the need to provide an environment that promotes learning.
- 2 having a scheme of work that supports the curriculum.
- 3 developing good relationships through involving parents, other community members and outside agencies.
- 4 following relevant policies on behaviour, health and safety etc.
- 5 allowing pupils a voice through circle time and the school council.

We will deliver these aims through the taught National Curriculum, through circle time, through discrete time and cross-curricular links.

### Assessment

At ‘Sampling and Assessing’ meetings samples of pupils work from each class are scrutinised and levelled. This will build up into a co-ordinator portfolio.

Children’s experiences and progress are documented in their annual written report.

There is on-going assessment of the children’s individual progress by the teachers and this is documented in the planning folders.

### Resources

Resources are kept centrally in the library.

### Equal Opportunities

PSHE at Mere has been designed to take into account children’s differences in terms of race, gender, class and ability.

### Co-ordinator’s Role

Please see ‘Role of the Co-ordinator’ policy

Autumn Term 2007

Review: Autumn Term 2010