

Eccleston Mere Primary School

PSHE Policy



Approved by: V.Atherton / R Mugan

Last reviewed on: May 2023

Next review due by: May 2026

Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

We aim to:

- Adopt a whole school approach to PSHE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- Promote a love of learning for all children.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

PSHE is concerned with qualities and attitudes, knowledge and understanding of abilities and skills in relation to oneself and others, social responsibilities and morality. It helps pupils to be considerate and enterprising in the present, while it prepares them for an informed and active involvement in family, social, economic and civic life. It plays an important part in bringing relevance, breadth and balance to the curriculum.

Subject Specific Intent Statement

Our aim is

- For the child to develop a knowledge of the stages of their own growth and development, not only physical but also the development of their own interests.
- To understand the importance of friendship and to foster positive family values. For the child to develop a knowledge of the stages of his own growth and development, not only physical but also the development of his own interests, abilities and responsibilities.
- For the child to find out about how they began.
- To foster positive family values and understand the importance of friendship.
- For the child to become aware of their own body, how it works, senses, feeling and emotions.
- For the child to understand the love and care elements of growing, along with the need for food, exercise, rest and the value of leisure pursuits and a pollution free environment.
- To develop and maintain positive mental health and equip them with strategies that can be used if the need arises.

- For the child to develop a proper regard for safety on the road, at school, online, about the home and in the locality.
- For the child to develop skills in making informed decisions concerning issues such as food, alcohol, tobacco, drugs, etc.
- For the child to understand the services provided to safeguard the health and safety of the community and their functions e.g. fire service, police, medical and nursing services.
- For the child to become aware of his environment and how their actions can affect the world in which they live.
- For the children to be aware of the value of money.
- For the children to understand the importance of a good education and the future value that this will bring.

Effective Teaching

In EYFS children explore personal and social experience through role play.

In KS1 children are given the opportunity to work in groups as well as on their own. They need to understand that everyone's contributions deserve attention. Children explore personal and social experience through role play. They are given the opportunity to record their ideas in a variety of forms.

In KS2 children think more extensively about issues and are given opportunities to find out about their thoughts and beliefs.

How work is evidenced

- Displays
- Photographs
- Observations
- Worksheets
- Books

Assessment

- Knowledge and understanding of PSHE is assessed through various forms of written work or practical activity.
- Pupils assess themselves and, as part of classroom activity, assessment can be discussed between teachers and pupils.
- Work Scrutiny

Marking and Feedback

- All work which is completed by the children is marked in accordance with the school's marking policy.
- Children are given oral and written feedback.
- Children are given the opportunity to show their work to each other.
- Rewards such as trackits, stamps and stickers.

SMSC

- Assemblies with ongoing themes such as Tolerance, Determination, Respect, Compassion, Honesty, Anti-Bullying(inc, cyber bullying), E-Safety and more.
- Love to Learn sessions in all year groups.
- Theatre Trip to watch a Christmas pantomime for all year groups
- Before/After school and lunchtime sporting activities.
- Summer and Christmas fayres.
- Relaxation techniques such as yoga, mindfulness activities, breathing exercises in class.
- Outdoor day.
- World Mental Health Day.
- Democracy debate at St Helens Town Hall.
- School Council, Eco Committee and Road Safety Officers.
- Community events with the school choir and rock steady music sessions.
- Donations to the local food bank.
- End of Year BBQ for Year 6.
- PGL for Year 6.
- Trips throughout the year for all year groups.
- Forest School activities.

Learning Environment

- Displays in the classroom and the corridors.
- Sensory resources for children located in sensory room.
- Worry pebbles.
- Safeguarding posters in every classroom.
- E-safety displayed in classrooms.