



Uffington Church of England Primary School

'Optimum Solum Satis Est' - 'Only the best is good enough'

CURRICULUM POLICY FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

1. Introduction

1.1. Personal, Social, Health and Economic Education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. It reflects the Christian [and British](#) values and ethos of our school.

1.2. This policy outlines the purpose, nature, and management of Personal, Social, Health and Economic Education taught at Uffington School.

1.3. The school policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The policy has been approved by the Governing Body.

1.4. The implementation of this policy is the responsibility of all teaching staff.

2. Aims

The aims of PSHEE are:

- To encourage pupils to reflect on their own experiences and understanding of their personal and social development; tackling pertinent spiritual, moral, social and cultural issues.
- To give the children a basic understanding of the political and social issues that affect their lives as individuals and members of the community.
- To provide opportunities for the children to take part in a wide range of activities and experiences, both in school and the community.
- To foster tolerance, understanding and respect for each other, and acceptance of cultural diversity.

- To encourage a healthier, safer lifestyle.
- To provide pupils with accurate and relevant information.

3. Entitlement

3.1. Through PSHEE children will be given the opportunity to develop:

- confidence and responsibility.
- as active, responsible citizens.
- a healthier, safer lifestyle.
- good relationships, learning to respect the differences between people.

4. Implementation

- A whole school approach will be used because we believe that pupils' personal and social development is influenced by many aspects of school life. The Framework for PSHEE will play a central part in the cycle of whole school curriculum planning and development.
- The Programme of Study is based on three core themes:
 - Health and Wellbeing
 - Relationships
 - Living in the Wider World
- In our school PSHEE is taught through discussion, drama, role play, stories and films appropriate to the child's age, maturity and ability.
- PSHEE is taught across the curriculum subjects, particularly Science, PE and RE.
- Residential experiences, visits, and special days or weeks in school will provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. All out of school activities comply with the guidelines in the school Educational Visits policy.
- PSHEE will provide different opportunities for visitors to come into school; and also provides opportunities for pupils to become involved in the local community and the wider world.

- A variety of resources including books for teachers and children, information packs, multimedia resources and posters are available in school.

5. The PREVENT Duty

Schools are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. The school's programme for PSHEE is based upon these fundamental values and is designed to promote the children's understanding of their importance. Children are regularly taught how to stay safe using the internet and seek help as part of the PSHEE curriculum.

Staff are trained in identifying indicators that an individual is engaged with an extremist group, cause or ideology. Where there is a concern that behaviour reflects any of these indicators, the headteacher must be informed. As Designated Safeguarding Lead, the headteacher will then assess whether a referral is needed through the usual Early Help and safeguarding process.

6. Assessment

6.1. In PSHEE informal assessment comprises:

- Children's knowledge and understanding, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.

6.2. Assessment in PSHEE should not imply that children are failing as people or citizens. It should not be a judgement of the worth, personality or value of an individual child or family.

Our weekly Merit Assembly celebrates personal achievement and rewards caring behaviour.

6.3. The Personal and Social Development of each child is reported annually to parents as part of the Individual Report.

Background Documentation

This policy was informed by reference to the [National Curriculum Handbook for primary teachers in England](#), [QCA Personal, Social and Health Education and Citizenship at Key Stages 1 and 2 – Initial Guidance for Schools](#), [DCSF/DfE Guidance on PSHEE \(September 2013\)](#), [PREVENT Duty guidance \(July 2015\)](#), [the National Healthy School Standard](#),

guidance from the PSHE Association, *Developing Good Practice in PSE* by Jonathan Long and guidance from the Lincoln Diocesan Board of Education.

Review

The headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the governors for discussion at their first meeting following review.

Policy created and adopted by the Governing Body	November 2014
Policy revised and to be agreed by the Curriculum Committee	October 2015
Next review	October 2017