

MOTTRAM ST. ANDREW PRIMARY ACADEMY



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Personal, social, health and economic education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Aims

Our aims for PSHE are to enable our pupils to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Implementation

PSHE is taught throughout the school in accordance with the requirements of our scheme of work using the PSHE Association programme of study.

PSHE is delivered as dedicated curriculum time, specialised assemblies, pastoral care and guidance. It can be taught continually and incidentally when the need arises. Children are taught as individuals, in small groups and as a class when “Circle time” activities are often developed. All pupils have equal access to the teaching in this subject area. All efforts are made to ensure that the material presented is not in any way discriminatory in nature.

Where and when appropriate technology e.g. computers and software packages will be introduced as a learning tool to enhance teaching in this subject.

Role of the leader

To lead the implementation, monitoring evaluating and reporting of PSHE.

To use effective strategies to monitor the quality of education in the subject, including: visiting lessons, scrutiny of children's work, analysing assessment outcomes and talking to children.

To keep up to date with developments in the subject area and disseminate information to the staff.

To organise and lead staff training when needed.

To provide guidance and support to staff when needed

To identify and resource needs and coordinate the acquisition of new materials.

Special needs

Support for children requiring extra help is given by the class teacher within the class context.

Advice on the teaching of PSHE to children with Special needs may be sought from the leader and SENCO.

Gifted & Talented

It is recognised that children may have a particular gift in the area of PSHE. Each class teacher will provide such children with opportunities to develop their skills.

Assessment and reporting

Assessing learning in PSHE uses a combination of teacher assessment and pupil self-and peer assessment.

Each class teacher is responsible for planning each term's work and overseeing the pupils' progress. Every teacher is encouraged to take part in staff development and training in connection with this subject area.