

Personal, Social and Health Education (PSHE) and SMSC.

Personal, Social and Health Education (PSHE) and SMSC help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.”

The National Curriculum Handbook for Primary teachers in England

At Billesley Primary School we recognise the importance of the above statement. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school.

Aims and Objectives of PSHE and SMSC

- To raise the awareness of PSHE and SMSC with parents, pupils, staff and governors.
- To create a caring school environment that promotes good health and reflects our school ethos.
- To help pupils develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks.
- To encourage a respect for themselves and others and an understanding of and tolerance towards the various races, religions and cultures present in our society
- To raise pupil's feelings of self-esteem, self-confidence and self-worth.
- To create an appropriate learning environment in which pupils can develop an understanding of PSHE and SMSC enabling them the opportunity to become responsible citizens.
- To provide pupils with the necessary skills to become confident, healthy and active individuals and prepare them for the opportunities, responsibilities and experiences of adult life.

Time Allocation

40 minutes per week for PSHE/SMSC. Themed weeks and special days.

Content

*Please refer to The National Curriculum for England
QCA Scheme of work for SMSC (QCA/02/877)*

Overview plus direct time for themed weeks Guidance given by co ordinator.

Organisation and Methods of Teaching

All teachers are responsible for teaching PSHE and SMSC in line with their own job description. Teachers consider a breath of opportunities when planning for the learning outcomes. PSHE and SMSC links closely to every part of school life and teachers and pupils are aware of this at all times.

There are three different approaches that can be applied when teaching PSHE and SMSC issues and a sound curriculum is provided when all three elements are combined.

The first element is the “taught” curriculum and consists of designated PSHE/SMSC sessions, including circle time and P4C.

The second element is the “incidental” curriculum and consists of cross-curricular lessons.

The final element is the “informal” curriculum and consists of a wide variety of techniques:

- Relationships between staff and pupils
- School values and ethos
- Links with parents and the community
- Links with other policies, e.g. SRE, drugs and management of medicines, behaviour management, child protection
- Peer mentoring scheme
- Assemblies
- Use of outside visitors
- School council
- Out of hours activities
- Residential trips
- Health Week
- Philosophy for Children .

Equal Opportunities, Special Educational Needs and Inclusion

The teaching of PSHE and SMSC is in line with the school’s policy for equal opportunities, SEND and inclusion. It reflects the ethos of the school by providing a secure, non-judgemental environment in which pupils can develop their potential to learn. All pupils are treated equally irrespective of their gender, culture, race or special needs.

Moral and Values Framework

The teaching of PSHE and SMSC reflects the school philosophy and ethos to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

ICT

The benefits of using ICT to further pupils’ knowledge and understanding of PSHE and SMSC depends on the pupils themselves, the task set and the teacher. It is, therefore, left to the teacher’s discretion.

Assessment, Recording and Reporting

Teachers, the PSHE co-ordinator and the Headteacher undertake informal assessment on an on-going basis in line with the school policy for Assessment, Recording and Reporting.

Many aspects of PSHE and SMSC lend themselves most appropriately to self-assessment. Pupils are encouraged to make judgements about their own development by:

- Posing questions about themselves
- Considering their current understanding
- Deciding future needs

This has a positive impact on a pupil's self-awareness and self-esteem.

Evidence of a pupil's progress can be shown in a number of ways:

- Individual written work
- Groups tasks
- Discussion
- Questioning
- Observation
- Reflection
- Special tasks
- Photographs
- School website and blog
- SMSC/PSHE books.

Teachers use a selection of the above to keep a record of pupils' understanding. The pupils' annual reports to parents include a comment on personal and social learning.

Monitoring and Evaluating PSHE and SMSC

Teachers, the PSHE co-ordinator and the Headteacher undertake informal evaluation on an on-going basis in line with the school policy for Monitoring and Evaluation.

Specific Issues

Confidentiality

Pupils are informed that teachers and staff are not able to promise 100% confidentiality. On the rare occasion that there are suspected child protection concerns, the school will follow the procedures laid down by the Local Education Authority. Any concerns must be referred to the Head Teacher.

Use of outside visitors

The school follows LEA guidelines and will contact the LEA/HEU if in doubt about the suitability of material to be used by a visitor.

Working with parents

Parents are given the opportunity to discuss any issues, schemes of work, methods of teaching and resources. Any specific issues may be discussed with the class teacher, the PSHE co-ordinator (Mrs Lynch) or the Headteacher.

Co-ordinator role and responsibilities

The teacher responsible for co-ordinating PSHE and SMSC is Mrs Lynch.