



Whitstable Junior School

Personal Social Health and Economic Education Policy

Governors' Committee Responsible: Curriculum Committee

Policy Originator: Headteacher

Status: Non-Statutory

Review Period: Every 3 years

Date approved: March 2019

Next review date: March 2022

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Introduction

At Whitstable Junior School we see Personal, Social, Health and Economic Education (PSHEE) as being at the centre of all that we do.

PSHEE is a non-statutory subject however we believe that the promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.

Through our curriculum, our school environment and values (Determination, Trust, Fairness, Respect, Responsibility and Caring), we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, at school, at work and as global citizens.

Aims

During Key Stage 2, pupils will learn about themselves as growing and changing individuals and become more confident in their ability to share their own experiences and ideas. They will develop a secure understanding of their role in both immediate and global communities with and be provided with opportunities to discuss social justice and moral responsibility. Through such discussions, they will learn that their own choices and behaviours can affect local, national or global issues, including political and social institutions. Pupils are encouraged to take part in school and community activities such as the Pupils' Parliament, School Council and Royal Native Citizenship Awards.

On a personal level, as many of our children being to develop into young adults, they will be taught to face the changes of puberty and how to cope with the challenges that changing to a secondary school can present.

Objectives

At Whitstable Junior School our practice, curriculum, environment and values will teach the pupils to:

Develop confidence and responsibility and make the most of their abilities by:

Talking and writing about their opinions and explaining their views on issues that affect themselves and society;

Recognising their worth as individuals by identifying positive things about themselves and their achievements, acknowledging their mistakes, making amends and setting personal goals;

Facing new challenges positively by seeking out information or sources that might help them, by responsible decision making and by being pro-active;

Recognising, as they approach puberty, how people's emotions change and how to deal with their feelings towards themselves, their family and others in a positive way;

Learning about the range of jobs available to them regardless of gender, making links with people they know, either personally or in the global community, and understanding how they can develop skills to make their own career paths and contribution in the future;

Learning how they can look after their money and realising that future wants and needs may be met through saving.

Prepare to play an active role as citizens by:

Learning to appreciate the diversity of national, regional and ethnic identities in the United Kingdom;

Understanding the British values of democracy, rule of law, individual liberty, mutual respect and understanding of those with different faiths and beliefs;

Understanding what democracy is and about the basic institutions that support it locally, nationally and globally;

Researching, discussing and debating topical issues, problems and events;

Learning why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

Realising the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities;

Understanding that there are different kinds of responsibilities, rights and duties at home, at school and in the wider community and that these can sometimes conflict with each other;

Reflecting on spiritual, moral, social and cultural issues using their developing empathy to understand other's experiences;

Being guided to resolve differences by looking at alternatives, making decisions and explaining choices;

Recognising the role of voluntary, community and pressure groups;

Exploring how resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;

Analysing how the media present information and recognising how truth can become distorted.

Develop a healthier lifestyle by:

Learning what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices;

Learning how the body changes as they approach puberty;

Understanding which commonly available substances and drugs are legal and illegal, their effects and risks;

Learning how to recognise and deal with safety issues in their local environment, online and in the wider world.

Develop good relationships and respect the differences between people by:

Learning that their actions affect both themselves and others, to care about other people's feelings and beliefs and to try to see things from their point of view;

Thinking about the lives of people living in other places and times and people with different values and customs;

Becoming aware of different types of relationship, including marriage and those between friends and families, and to develop the skills and understanding to develop effective and sustainable relationships;

Having respect for others regardless of racial and religious diversity, culture, gender and mental and physical disability;

Recognising and challenging stereotypes including recognition of how the media can play a part in perpetuating them;

Realising the nature and consequences of racism, teasing, bullying and aggressive behaviours, developing methods of response and knowing where and when to ask for help;

Appreciating and inheriting the Whitstable Junior School core values into their own philosophy.

Roles and Responsibilities

The PSHEE Co-ordinator has the following responsibilities:

To lead the bi-annual review of the PSHEE policy;

To ensure that resources used are relevant and appropriate to the needs of the children;

To lead on the evaluation of the PSHEE policy and programme;

To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHEE;

To monitor the effectiveness and progress of the teaching and learning of PSHEE within the school.