





Marriott Primary School

PSHE Curriculum Policy

Adopted	16/01/2020
Signed (Chair of Governors)	
Review (Due 16/01/2022)	
Signed (Chair of Governors)	
Reviewed (Due 16/01/2024)	
Signed (Chair of Governors)	

RATIONALE

Personal, social and health education (PSHE) and citizenship at Marriott aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At Marriott 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 and communities. In doing so it is hoped that they learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. They develop an understanding of how to reflect on the experiences they gain and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

It is also key that the pupils at Marriott find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of multicultural communities. We ensure that they experience the process of democracy in school through the school council. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The teaching of PSHE and citizenship at Marriott seeks to ensure that it includes all groups of children including looked after children (LAC), disabilities and special educational needs pupils (D/SEN), those on free school meals (FSM), gifted and talented pupils (G&T), English as an additional language (EAL) and other vulnerable groups (new arrivals, hard to reach families etc).

AIMS AND OBJECTIVES

The aims of PSHE and citizenship at Marriott are in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and the National Curriculum for PSHE. The key concepts and themes that Marriott's curriculum will cover are:

Relationships	Health and mental well-being	Living in the Wider World
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well being Enterprise Careers

PURPOSE

Through PSHE at Marriott, we aim to help every child:

Red=spiritual, Green=moral, Blue=social, Purple=cultural

POLICY REFERENCES

- Become an independent learner making informed choices and judgments with the self confidence to achieve and reflect on their experiences
Marking and assessment policy
- Understand their own and other people's feelings and become aware of the views, needs and rights of other pupils and adults
- Develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- Know why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- Understand that with rights comes a required level of responsibility
- Understand the social skills of turn taking, discussion, playing together, sharing, helping others, resolving simple arguments
Behaviour policy
- Take an active part in the life of their school, its community and neighbourhood
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, how to respond to them and to ask for help
Behaviour policy
- Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
Equality policy
- Have an interest in exploring and an understanding of and respect for cultural diversity
Equality Policy
- Recognise differences and similarities between and within cultures over time
- Learn about themselves as developing, growing and changing individuals
SRE policy
Drugs policy
- Learn the basic rules and skills for behaving well
Behaviour policy
- Develop the skills for keeping themselves safe and to know how they can take some responsibility for staying safe
Travel policy
E-safety and ICT policy
- Prepare to make the transition from key stage to key stage as easy as possible and to embrace new members to the school
- Learn how to make informed choices about their health, personal hygiene and well being including the benefits of exercise and healthy eating
Food policy
Travel policy

- Know how to look after their money and realize that future wants and needs maybe met through saving
- Know the commonly available substances and drugs which are legal and illegal and the effects and risk associated with these
- Show how they can take some responsibility for the environment around them

Drugs policy

CURRICULUM PLANNING

Within PSHE teachers should:

- Ensure that in the Foundation Stage through the 'Understanding of the World' curriculum, children have the opportunity to explore and find out about cultures and the world in which they live
- Ensure the delivery of an exciting, enjoyable and creative PSHE curriculum throughout Key Stage 1 and 2 where children are engaged in their own learning and can achieve as well as develop a thirst for more knowledge
- Promote pupils' spiritual, moral, social and cultural development through PSHE, by:
 - Looking at photographs of different cultures
 - Helping pupils to consider the impact of their own and others' actions in terms of the environment
 - Working together to investigate the local area of Saffron Lane and Leicester in terms of the community
 - Finding out about traditions and cultures in other parts of the world
- Promote Citizenship through PSHE by reflecting upon topical social, economic or environmental issues, developing knowledge and understanding about the diverse national, regional and ethnic identities in the UK and wider world or understanding the world as a global community
- Promote key skills through PSHE, such as communication, application of number, ICT, working with others, improving own learning and performance and problem solving
- Promote the key thinking skills through PSHE such as enquiry, reasoning, creative thinking, information processing and evaluation
- Provide additional classroom activities to the PSHE lesson such as; R-Time, circle time, class debates and discussions.
- Ensure that all children have access to a broad and balanced curriculum, by meeting the needs and abilities of all children and challenging them in all aspects of their PSHE work
- Respond to topical issues as they happen within the school (bullying, name calling etc) and wider environment (tsunami, famine etc)
- Ensure that children work in a safe environment with task appropriate resources
- Promote links with other school and places that are deemed to have a differing social-economic background/ethnic diversity
- Provide themed assemblies
- Provide the opportunity for visiting speakers and community members to talk to the children about issues – such as fire brigade, anti social behaviour unit etc

ASSESSMENT AND RECORDING

There are no formal arrangements for assessing individual pupils in developing social, emotional and behavioural skills. Assessment for learning is done through questioning, observation and sometimes recorded pieces of work. Pupil progress in PSHE is reported annually to parents through reports and parents evenings.

MONITORING AND REVIEW

Accountability for PSHE is through the regular review of the PSHE policy by the co-ordinator and governor learning committee. Pupil review is also sought through the use of breaktime and reception buddies, the school council and other pupil steering groups.

Policy written: January 2020

Janet Gelsthorpe

To be reviewed – January 2022

This policy should be read alongside to SRE and SMSC policy.

