

Personal, Social and Health Education (PSHE) Policy

Date	Review Date	PE, Pastoral & Events curriculum team leader
April 2018	July 2019	Shaheda Khanom

At Buttercup Primary School, Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Aims

- To develop pupils' self-esteem and a sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip pupils to live safe, healthy lives.
- To encourage pupils to contribute to school life and be an active, responsible member of the wider community.
- To foster positive attitudes towards the principles of sustainable development and global citizenship.
- To prepare pupils for the challenges, choices and responsibilities of work and adult life.
- To work with other schools to share good practice in order to improve this policy

Teaching and Learning

At Buttercup, we ensure that all pupils are treated with respect and, in turn, are respectful of others. The school uses the Cambridgeshire scheme of work to plan for PSHE lessons. Encourage fair play among our pupils and endeavour to act fairly ourselves at all times. Assemblies and Circle Times provide beneficial opportunities for the children at Buttercup to develop personally, socially and emotionally. It is fair to say that PSHE in Buttercup Primary School is taught across the board and is embedded within the school life. Health and happiness in our pupils is of paramount importance.

We have shaped our current PSHE program to make it relevant to the children and the local community e.g., dealing with the economic deprivation and domestic violence. Teachers have the flexibility to deliver PSHE cross curricular within the school community life and curriculum. We also use the Cambridgeshire PSHE scheme of work which covers many other areas of study. The school ensures that the PHSE programme suits the need of and aspirations of each cohort.

We ensure that the teacher covers topics most relevant for their pupils, drawing on good practice and advice from relevant professional organisations and the backgrounds of the school children. For example we know our children are from deprived areas whose families suffer financial problems. We address this within relevant themed weeks e.g. in Maths week we incorporate ideas such as 'What does credit, debt mean?' also 'What can you buy on a

budget?, 'pros' and cons of spending £1 on chicken and chips vs £1 worth of bananas, 'Can money buy you happiness?'

Buttercup Primary School PSHE framework is available to support them in this significant aspect of education.

Monitoring and Evaluation

PSHE assessments are informal, continuous and ongoing and is tracked throughout the school curriculum. They identify the needs of individual and groups of pupils. These assessments happen incidentally during classroom activities, community and national news that take place and informs the planning of future activities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

When the need arises the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated Proprietor and the necessary recommendations for improvement will be made to the Proprietor.

Linked Policies

▪ Health & Safety ▪ Mental health	• Foundation	▪ SMSC policy	
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Headteacher:	R Begum	Date:	30/04/2017
Proprietor:	Nadeem Rehman	Date:	30/04/2017

Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
PSHE	To outline the aims, content, and delivery of the curriculum for PE which is used throughout the whole school.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Proprietor	School Volunteers	School Visitors	Wider School Community
	✓						

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																										
Preliminary EIA completed by									Date			Preliminary EIA approved by									Date						
R begum									April 18			Nadeem Rehman									April 2017						