

Heathfield Primary School PSHE Policy 2017/2018

Definition

Personal, Social, Health and Economic education (PSHE) is an important part of the educational entitlement of all children at Heathfield Primary School. It is an integral part of the whole curriculum.

Aims

PSHE education provides opportunities for pupils to develop key skills and attributes to keep themselves healthy, safe and to thrive in life and work. These include resilience, self-regulation, managing peer pressure; empathy, communication and negotiation, team-working, adaptability, risk –management and critical thinking.

PSHE Association

Teaching

The four topics covered in Years 1-6 are;

- Citizenship and Economic Wellbeing,
 - Relationships Education/Growing Up.
 - Healthy Lifestyles
 - Staying Safe
- (See Curriculum Overview)

The three topics covered in the Foundation Stage are;

- Making Relationships
Early Learning Goal
Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Self-confidence and self-awareness
Early Learning Goal
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Managing feelings and behaviour
Early Learning Goal
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values. All contribute to the personal, social, health and economic development of the children in school.

Through a variety of learning experiences Heathfield Primary School helps each child:

- To think and act for him/herself
- Acquire personal qualities and values
- Take his/her place in a wide range of roles in preparation for adult life
- Develop confidence/independence
- Value and respect him/herself and value others
- To know him/herself better and think well of him/herself
- To develop social skills
- Value and respect belongings/living things/and the environment
- Be able to share/cooperate

Planning

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is done in year groups.

They acknowledge the importance of personalised learning and plan for the range of levels within a class. This is achieved by:

- setting individual targets based on the assessment approach;
- setting different tasks within sessions;
- using resources appropriate to each individual.

In planning the curriculum, teachers at Heathfield Primary School provide:

- A clear, consistent framework of values in which to work, supported and agreed by all
- Supportive relationships between teacher and child, child and child
- A classroom climate which encourages all children to explore, and encourage a high level of interest
- Opportunities for development outside the classroom situation through responsibilities i.e. School Council members, extra-curricular activities, educational visits.

All staff encourage positive approaches to behaviour and our Behaviour Policy reflects this.

We provide opportunities for personal and social development through a variety of strategies:

- Individual, peer group, collaborative group work
- Discussion and role play

- Circle time
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive marking, with verbal or written comments

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are encouraged to form their own attitudes and values. By building positive working relationships between children and staff all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they may find themselves in.

Sex and Relationships Education (SRE)

We have a programme of Sex and Relationships Education (SRE) which starts in reception and is developed through to year 6. In addition, children's questions are dealt with honestly and thoughtfully taking into account the age and maturity of the individual. In Key Stage 2 the topic of puberty is covered. The School Nurse is involved in the delivery of these sessions.

R Time

Teachers will deliver one session of R Time every week. R time is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time is a programme that enables children to learn the skills of making and sustaining friends and friendships.

Social and Emotional Aspects of Learning (SEAL)

SEAL offers a whole framework for promoting social and emotional literacy, supporting children with:

- social awareness
- managing their feelings
- motivation
- empathy
- social interactions

The framework is divided into seven themes to be covered within a school year:

- New beginnings
- Getting on and falling out
- Say "no" to bullying
- Going for goals
- Good to be me
- Relationships
- Changes

Assessment:

Teachers integrate effective AfL in all areas of the curriculum. In PSHE, this involves: assessing all children's starting point during the first lesson;

- planning learning which builds on children's prior knowledge and shows progression in PSHE learning,
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self- assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a unit they would like to learn more;
- completing end of unit assessments.

Monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Equal Opportunities:

Within PSHE each individual is ensured access to a full and varied programme of activities, with opportunities for **all** pupils to participate fully and effectively.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background.

Staff will;

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;

Reporting to Parents

Parental reports for each child provide a means of recognising each child's personal, social, health and economic development '. General Comments in reports will also reflect the whole child and recognise achievements. They give the child, teachers and parents a chance to reflect on the positive aspects of development.

Heathfield Primary School provides opportunities for parents, the community and outside agencies to contribute to the personal, social, health and economic development of its children through their active involvement in the life and philosophy of the school.

Governor involvement

The governing body reviews and monitors the subject policy and curriculum on a regular basis. Governors are involved through discussions with subject leaders and visits to the school, to ensure that they are up to date with the development of the curriculum in each subject area.