

Personal, Social and Health Education (PSHE)

PSHE is concerned with the emotional health, well-being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. There are very strong links between PSHE and our approaches to behaviour and discipline.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, others and the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The aims of PSHE

As a school we seek the well-being of all in our community. We encourage children to see their behaviour in relation to others and to grow in awareness of their responsibilities and the consequences of their actions. We encourage an atmosphere of support and mutual trust in which everybody plays a part.

We aim to provide a broad and balanced curriculum, which enables the child to achieve their physical, psychological and social potential.

We believe that children will reach their full potential in an atmosphere where their health, emotional wellbeing and learning needs are met. It is important to promote achievement in social and personal areas as well as academically.

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- promote a positive attitude towards learning through developing the learning powers which enable them to learn.
- equip children to develop skills for good emotional and mental health.
- promote British Values throughout the school community

- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

Aims of the PSHE Policy

The aim of this policy is to clarify the contents and processes in which PSHE is developed and delivered within the school. The PSHE policy encompasses the school aims and ethos and is inextricably linked to and developed through all school policies.

Objectives of PSHE

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play active roles as citizens.
- Develop healthier, safer lifestyles.
- Develop good relationships and respect differences between people.
- Encourage an atmosphere of support and mutual trust in which everyone plays a part.

Exemption

Parents may withdraw children from parts of the PSHE programme on Religious or Moral grounds.

Implementation

All PSHE activities are planned to develop the 'whole person'. Opportunities for PSHE development are provided and supported through the ethos and aims of the school.

Teaching and Learning

PSHE is taught through interactive learning. Discussion, debate and circle time are used to develop learning and, therefore, implementing effective personal, social and health education.

The interactive method is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

The curriculum

We follow the curriculum published by the PSHE Association and base this on our scheme of work. This is followed up through whole school assemblies and class discussions. Outside of dedicated curriculum time issues and matters that arise in the course of discussion and from the pupils' work are discussed and resolved.

Resources

The resources for PSHE can be found in the shared area – teachers – PSHE. Here you will find all the planning for PSHE, Health and Wellbeing, SRE and British Values. In the Management Room there are also books, soft toys and other resources to help deliver lessons effectively. As part of the implementation of this policy there is a selection of DVDs which should be watched during the child's time at school. The time and order of these videos will be decided and agreed by the whole staff.

Assessment

PSHE assessment is continually done using a variety of media to support the learning that has taken place. This would include photos, practical activities, drama, videos and stories which would relate to the current topic. Evidence of this can be found in each class folder or book. Termly assessments are also completed and are kept in the assessment file on the shared area

Inclusion

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

Confidentiality

Teachers conduct PSHE lessons in a sensitive manner and in confidence.

Class ground rules are established during PSHE activities to ensure children feel safe & are willing to explore sensitive issues.

Staff are always available to discuss issues with parents. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use etc...) then clearly such matters cannot remain confidential.

Staff will report such incidents to the Headteacher who will decide whether the matter should be dealt with as a child protection issue (see Child Protection Policy.)

Visitors, voluntary helpers & out of school visits

The school can use outside agencies to contribute to the PSHE programme. e.g. Hazard Alley, School Nurse, Fire fighters, Drug advisor, Community Police Officer and Road Safety officers. These visitors and regular voluntary helpers in school have been DBS checked. Preparation and planning of visits is carefully undertaken in order to maximize the benefits of the visit. Visitors and helpers are made aware of the School's PSHE Policy and expectations with regard to confidentiality.

Staff development and training opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.

Links with Other Policies

In addition to this policy there are school policies for Relationship and Sex Education, Behaviour, Equal Opportunities, Drugs Education and Child Protection.