

Frettenham, Hainford and St Faiths Primary Schools

Personal, Social and Health Education Policy

Purposes of the Policy

The provision of PSHE teaching in Primary Schools is statutory. Knowledge, skills and understanding of aspects of PSHE are essential for learning. This policy gives clear guidance for the school communities on the PSHE curriculum provision and aims to promote continuity and coherence across the schools. This Policy also covers Environmental Education, Equal Opportunities, Racism and Inclusion.

Other policies to be used alongside this are;

Teaching and Learning,

Assessment, Reporting and Recording,

SEN

Behaviour and Discipline

Science

Child Protection

R.E.

Collective Worship

Sex and Relationship Education

Policy Statement

PSHE aims to:

- Give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens.
- Encourage children to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Enable children to reflect on their experiences and understand how they are developing personally and socially.
- Inform children about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.
- Teach children to understand and respect themselves and our common humanity, diversity and differences for the purpose of preventing and removing prejudice in all its forms.
- Help and support children through their physical, emotional and moral development.
- Help children to learn to respect themselves and others and to move with confidence from childhood, through adolescence into adulthood, forming effective, fulfilling relationships.
- Teach children to state their own feelings effectively.

- Create a community in which both adults and pupils exercise responsibility, self-discipline and respect and where a wide range of personal achievement is celebrated.

Curriculum and Organisation

Opportunities exist throughout the curriculum for promoting the aims of this policy.

Our schools follow the PATHS (Promoting Positive Thinking Strategies) curriculum with each teacher following the scheme of work relating to the Year Groups they teach. Each class has 2 weekly 20-30 minutes PATHS lessons plus a daily PATHS compliment session for the pupil of the day. Apart from regular, direct PSHE there are a number of other ways this subject can be delivered.

1. Cross-curricular links with other statutory curriculum subjects
2. Extra-Curricular activities such as: environmental projects, Schools Council, raising money for charity, visits and visitors, joint activity days with other schools in the federation.
3. Through self-reflection, self-assessment, target setting and celebrating achievement.
4. Through the ethos of the schools.

All teachers are responsible for the delivery of the PSHE policy.

Entitlement and Provision

Time allocated for the teaching of Sex and Relationship Education, Environmental Education and Citizenship is accounted for in the teaching of their related National Curriculum subjects.

Teaching and Learning

Please refer to the Teaching and Learning Policy.

PSHE is used to encourage:

- The participation of individuals as part of a large group
- Respect for everyone's views as well handling disagreements respectfully
- 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
- Group problem solving activities
- The sharing of ideas for the whole class
- Opportunities for reporting back

- Planning for implementing what has been learned/decided, where appropriate
- The establishing of “Golden Rules”

Assessment and Recording

Teachers carry out a baseline assessment as part of the PATHS curriculum at the beginning of the year and one at the end. Ongoing assessment happens as part of the children’s weekly lessons.

All teachers, TAs, midday staff and administrative staff are responsible for informing teachers about notable points of personal and social development in individual pupils.

Monitoring and Evaluating PSHE

Monitoring and evaluating the effectiveness of the PSHE curriculum will be carried out by class teachers, and the PSHE Co-ordinator.

The PSHE co-ordinator will also carry out learning walks regularly and observe PATHS lessons.

All members of staff, including teachers, TAs and MSAs will have relevant training to allow them to contribute to the effective delivery of the PATHS curriculum. Any new members of staff will also take part in this training. Parents will also receive initial information about the PATHS curriculum, how it is taught in schools and what they can do to support their child at home. Ongoing information about the children’s lessons will also be sent home to parents where relevant. The schools will receive ongoing supportive from their PATHS mentor who will, together with the PSHE Coordinator, monitor the schools’ PSHE curriculum.

Inclusion

PSHE positively supports the schools’ policy for inclusion. All pupils, staff and adult helpers are invited to participate. PSHE provides opportunities for all pupils to excel. It also provides opportunities for individuals and the whole group to consider who, how and why people are excluded.

Pupils are given the option as to whether they want to be pupil of the day and their decision is respected. Pupils’ names are then returned to the pot for them to be picked again at another time.

The Learning Environment

Part of PSHE is the pupils’ contribution to the whole school environment, inside and outside. Responsibility for, and pride in, the whole joint school complex is regarded as important. Display space will be provided for Golden Rules and Golden Work.

Each class has a PATHS display in the class. This will contain:

- a photograph of the Pupil of the Day,

- Pupil of the Day privileges,
- the calm down procedure (Turtle for R/KS1 and traffic lights for KS2),
- a feelings poster,
- the golden rule,
- other PATHS work the children have contributed towards including photos.

Each school will also have a PATHS display and additional PATHS posters around the schools.

**This policy will be reviewed annually.
Updated March 2016**