



# Fritchley CE (Aided) Primary School

## Personal, Social, Health Education Policy

At Fritchley CE Aided Primary & Nursery School we are committed to the development of children's social, emotional skills, children's self-esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. The CE status of the school provides a strong ethos for the life of the school particularly in this area of the curriculum. This commitment contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices. We also recognise that emotionally intelligent pupils learn better.

### **AIMS AND PURPOSES**

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand 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.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

### **LINKS TO OTHER INITIATIVES & POLICIES**

PSHE and PSED are linked with a variety of initiatives in place at Fritchley CE Aided Primary & Nursery School. We are involved in the Healthy Schools Initiative and are committed to giving our children the best information regarding healthy lifestyles and their emotional well-being so that they can make informed choices for themselves. We recognise the strong overlap between this policy and the safeguarding policy for the school.

At Fritchley CE Aided Primary & Nursery School, our children are encouraged to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The School Council, with elected and representative, meets regularly to share the voice of the children.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the



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inclusion of all pupils, for example pupils with Special Educational Needs and Gifted, Able and Talented pupils, as well as with regard to gender and equality issues. This is done through carefully planned lessons and, if necessary, the dedicated care of our positive play leaders or staff.

As part of the CE values for life, each half term a value is promoted throughout the school, for example through class themes, assemblies and displays e.g. the theme of perseverance.

PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum.

## TEACHING AND LEARNING

### Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### Key Stage One and Two

Within Key Stage One and Two PSHE, teaching follows a two-year long-term planning cycle, which covers the following national programme of study:

- Health and Wellbeing
- Relationships
- Living in the Wider World

In addition to following the long-term planning, PSHE is integrated into cross curricular lessons and planned for flexibly following the needs of individuals and/or classes.

### Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school such as workshops on body image: self-confidence and self-esteem.

Computing is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others.

### Assessment, Recording and Reporting



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In accordance with the school's Assessment, Recording and Reporting (ARR) Policy, children's achievements and growth in PSHE and PSED are assessed and recorded by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and in a written school report at the end of the year.

## Inclusion

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE subject lead.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

## THE ROLE OF THE SUBJECT LEADER

The role of PSHE Subject Leader is as outlined by the general school policy and job description and includes:

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

## MONITORING AND REVIEWING

The subject Leader is responsible for monitoring standards in PSHE/PSED. This is achieved through monitoring planning, pupils work, interviews with pupils, analysis of questionnaires and lesson observations. School improvement targets are drawn up yearly following such monitoring and evaluation.

This policy will be reviewed by staff and governors on a two-yearly basis.

Other Relevant Policies	Safeguarding, Sex & Relationships, Drug Education, Healthy Eating
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