



PERSONAL, SOCIAL, HEALTH AND ECONOMICS POLICY

This Policy should be read alongside the School's Policies on Safeguarding, RSE, Drugs, Confidentiality, Behaviour and Anti-Bullying and Hate Incidents. These are available from the school office or the school website.

As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights respecting school.

1. Introduction

1.1

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society and is therefore at the centre of the teaching and learning of our pupils. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community and in so doing we help develop their sense of self-worth. We teach the children both about their rights and about their responsibilities as they learn to appreciate what it means to be a member of a diverse and multicultural society. Consequently, the PSHE Curriculum has a positive influence on the ethos, learning and relationships in the school, receiving the full commitment and involvement of the school community.

2. Aims and objectives

2.1

The aims of PSHE are to enable the children to develop the skills, knowledge and attitudes they will need throughout their lives. These aims are underpinned by the British values every child must aspire to:

- Respect-To have respect for themselves and others, valuing the differences and similarities between people
- Tolerance-To be independent, tolerant, self-disciplined and responsible members of society.
- Democracy-To be positive and active members of a democratic society
- The Rule of Law-To understand the value and reasons behind laws and rules, take responsibility for their own actions and realise that every action has a consequence
- Liberty-To make safe choices and exercise their rights and personal freedoms, whilst at the same time showing consideration for others
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To know and understand what constitutes a healthy lifestyle
- To be aware of safety issues and manage risk in their own lives
- To take responsibility for own choices and actions and for the consequences they may have
- To develop good relationships with other members of the school and wider community.

3. Organisation

3.1

Teaching and Learning Styles

As a school, we follow the DfE-approved PSHE Association, employing a range of teaching and learning styles. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional circle-time session in response to a particular event or issue. Assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or theme week activity), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We also offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

The 5 Ways to Wellbeing are being embedded through our curriculum and helps shape the ethos of our school. This initiative helps children understand that there are ways they can help themselves live a happy and healthy life. The 5 Ways to Wellbeing are Connect, Be Active, Take Notice, Keep Learning and Give. We aim to provide our pupils with opportunities to practise all five every day, through their learning, assemblies, play or other activities.

3.2

Context

We teach PSHE in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions we introduce PSHE topics through teaching in other subjects. For example, when teaching about different countries in Geography, it may be relevant to offer pupils the opportunity to discuss issues of Fair Trade or Immigration. Also, as there is a considerable overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons.

PSHE is also developed through various activities and whole school events. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

3.3

The Foundation Stage

PSHE is taught in our Reception class as an integral part of our topic work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Years Framework Our teaching in

PSHE matches the aim of developing a child's personal, emotional and social development as set out in the Framework.

3.4

Equal Opportunities

We teach PSHE to all children, regardless of gender, race or ability. Our teachers provide learning opportunities matched to the individual needs of children. Teachers will take into account the targets set for the children in their EHCPs, some of which may be directly related to PSHE objectives. For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. Some PSHE objectives may overlap with the focus of a Thrive session, particularly where the focus is social and emotional strength. All children will have access to appropriate resources within the school.

4. Assessment for Learning

4.1

Our teachers assess the children's work in PSHE continually, making informal judgements as they observe the children during lessons, or through real-life situations such as resolving conflicts or working safely online. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

5. Food and Nutrition

All aspects of food and drink in school promote the health and well-being of pupils, staff and visitors to our school.

- Pupils within the Foundation Stage and KS1 are given a free piece of fruit to have at snack time. KS2 children may bring a healthy snack from home - fruit, vegetables, or crackers with cheese
- Parents are encouraged to provide a healthy lunchbox for their children or take up school lunches, which comply with the Nutritional Standards for Schools.
- The curriculum provides many opportunities for pupils to cook and experience new foods. Where these opportunities arise, children are encouraged to think about the nutrition of what they create

Through our curriculum and wider school life we:

- Raise awareness of issues surrounding healthy eating and the importance of a healthy, nutritionally balanced diet.
- Promote positive health messages in the wider community, including family health and sustainable food and farming practices.
- Encourage pupils to enjoy trying, tasting new textures and tastes of food.
- Promote a love of good food and encourage the social aspect of sharing food together.

6. Resources

6.1 We keep resources for PSHE in our particular year groups relevant to our units of work. However, we all have a list of these resources so as we know what is available within the school should certain issues arise or need to be addressed. We have additional resources in the library. Our PSHE coordinator holds a selection of reference materials for teaching sensitive issues.

7. Community Links

Working in partnership with parents, carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our newsletters and website. We foster links with the wider community through various activities such as our visits to and from the local church, sports facilities and supporting charities.

8. Monitoring and Review

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

8.2 This policy will be reviewed September 2024.