All Saints Church of England Primary School

ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) Policy

Introduction

Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children's personal and social development is at the heart of our school curriculum. All children benefit from developing their personal skills, learning more about themselves and others, and learning to play an effective part in their school community.

Aims

- Raise children's confidence and self-esteem
- Provide a foundation for acquiring the skills needed to learn and grow
- Increase children's motivation and deepen their understanding through providing relevant opportunities for real-life learning
- Improve pupils' ability to reflect on and become responsible for their own learning
- Ensure that the outcomes of the Every Child Matters agenda are achieved.

Implementation

Key opportunities

Children's personal and social skills will be developed in the following ways:

- Taking part in activities which are designed to promote success and receive recognition for their efforts and achievements
- Being given a range of options and exercising some choice between them.
- Meeting and working with adults other than school staff
- Interacting with people who are different from themselves
- Taking responsibility for themselves individually and in a group
- Taking responsibility for others
- Taking on a responsible role in school
- Being involved in developing and implementing (some of) the school's strategies and policies
- Having time to reflect on what they have done and having support to evaluate it

Planning and delivery

The most effective way of providing the breadth of opportunities needed to meet children's entitlement to PSHE is by spreading it across three contexts:

- Designated PSHE lessons and assemblies
- Other subjects
- Enrichment and extra-curricular activities – specific events and activities (eg. visits, charity and fundraising events, sports activities, etc.)

The first two are planned within year groups as part of the medium term planning process. Enrichment and extra-curricular activities are planned to involve as many children as possible from all year groups, and to enhance provision in the curriculum.

Continuity and progression

The PSHE curriculum is developmental and progressive: children revisit the same topics throughout their time at school exploring them at greater depth and with enhanced skills and knowledge.

The National Curriculum framework for PSHE contains four interrelated strands which promote continuity and progression across all key stages:

- Personal development
- Active citizenship
- Health and safety
- Relationships

Personal and social development (PSED) is one of the Early Learning Goals identified in the Foundation Stage curriculum, which is a statutory requirement.

In addition, the school follows the Social and Emotional Aspects of Learning (SEAL) programme, which provides continuity and progression from the Foundation Stage to Year 5 through the following half termly topics:

- New beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes

Cross curricular links

Through PSHE skills may be developed which contribute to learning in other subjects:

- Communication
- Working with others
- Evaluating and improving own learning and performance
- Thinking skills – information processing, reasoning, enquiry, creative thinking, evaluation

Discrete PSHE lessons provide the opportunity for pupils to use and apply the key skills of literacy and numeracy.

Assessment, recording and reporting

For children at the end of the Foundation Stage there is a statutory requirement to assess children's progress in PSED as part of the Early Years Foundation Stage Profile.

At Key Stages 1 and 2 there are no statutory requirements for end of key stage teacher assessments, but teachers are expected to keep records of the progress of all pupils and report this to parents.

Resources

PSHE resources are currently kept in the staffroom.

Nurture group provision

The nurture group provision encourages children to develop skills which will support them in recognising and responding appropriately to their own and other people's feelings. It provides pupils with opportunities tailored to their individual stage of social and emotional development and supports children in becoming more self-aware. It helps pupils to establish positive relationships with adults and children in school and ultimately encourages independence, a necessary factor for future learning.

Monitoring and evaluation

The monitoring and evaluation of the implementation of this policy takes place through

- Planning scrutinies
- Work sampling
- Pupil interviews
- Lesson observations
- Individual pupil progress reports (for nurture group pupils)
- External sources, eg. OFSTED, National Healthy Schools Standard

Links with other policies

This policy has particular links with the Behaviour; Race Equality; Equal Opportunities; Gender Equality; Health & Safety; Sex and Relationship Education; Assessment, Recording & Reporting; Anti-Bullying; Disability; and Teaching & Learning policies.

Documentation / reference

- *Foundation Stage Curriculum* (QCA, 2003)
- *Non-statutory guidance for PSHE and Citizenship* (QCA, 2002)
- *Sex and Relationship Education* (QCA, 2000)

Originally agreed: April 2006
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