Personal, Social and Health Education Policy

Headteacher: Alison Field

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Chair of Governors: Bob Armour

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Policy agreed: June 2023

Due to be reviewed date: June 2026

This policy has been shared and approved by the teaching staff and school Governors. It should be read in conjunction with our SRE policy, SMSC policy, E-safety policy and Health, Safety and Wellbeing policy.

Purpose

At Sheepy Magna CE Primary, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being.
We aim to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote British Values;
- achieve the aims of the whole curriculum.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).
Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by our values of:

- Respect
- Determination
- Truthfulness
- Forgiveness
- Hope
- Peace
- Love
- Kindness

Aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Much of our PSHE curriculum is covered through our Windows to the World scheme, Science scheme and our continued work about our values. PSHE work is also done through circle time. In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities,

as members of a small group or occasionally during whole school activities. We have a progression map in place to ensure that pupils are taught in a sequential, systematic way and they gradually build knowledge and understanding. Throughout the school, the children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Implementation:
The subject leader oversees the implementation of the PSHE curriculum. PSHE may be delivered by a teacher or LSA. Visiting professionals may provide talks/workshops to pupils. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Assessment:
We plan learning which builds on children's prior knowledge and shows progression in learning. We use self and peer assessment to involve children in understanding their own learning and next steps. We encourage children to feed back to teachers about what they would like to learn more about.

Equal Opportunities:
Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.
In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

IT:

IT should be used when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and/or IPads. Students will be encouraged to: find things out from a variety of sources, selecting and using information to meet their needs; develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.