



Forefield Community Infant School

Policy for Personal, Social and Health Education

Purpose

The purpose of this policy is to provide a cohesive framework for Personal, Social and Health Education (PSHE).

Aims

The aim of PSHE is to empower our pupils through the whole curriculum to take responsibility for their lifestyle now and in preparation for future learning and decision making.

Objectives

- The development of a positive self concept
- The development of personal skills and understanding to support positive relationships
- To enable pupils to manage their physical and social environments
- The development of decision making skills
- To gain understandings and handle knowledge relevant to personal, social and health behaviour
- To enable pupils to explore attitudes and values and develop their own value framework

Organisation

PSHE is planned and taught as a separate subject and is also integrated through a range of curriculum areas.

Values

PSHE is underpinned by values that reflect whole school values. Pupils are encouraged to understand other's values and attitudes and gain understanding and clarification about their own. The following school values operate as a context for learning in PSHE:

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication

- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

Curriculum Content

The Dimensions 3D curriculum has been used as a foundation for planning the curriculum framework for each year group. Topics/experiences are relevant to the pupil's level of understanding. Within this framework various issues and skills are addressed that reflect the pupils' age and stage of development such as looking after yourself, eating, physical activity, safety, relationships, family, friendship, safety, decision making skills, inter-personal skills, etc.

The content of the curriculum is mapped annually to ensure breadth of coverage, continuity and progression of knowledge and skills.

Curriculum Approaches

The methods of teaching PSHE are crucial. Pupils actively participate, so the curriculum has relevance and meaning. Teachers use approaches in which pupils are active, that enable pupils to share their feelings, their knowledge and their opinions and are able to listen to others and understand what others think, feel and do. Clear cross curricular links are made with other subjects to ensure learning is meaningful and in context.

The teacher role:

- To be non judgemental
- To empathise
- To encourage
- To challenge
- To respond sensitively to pupils backgrounds and experiences
- To start with the pupils understanding

Equal Opportunities

Pupil's questions in PSHE are dealt with, as in any other lessons, in an honest and sensitive manner appropriate to the pupil's level of understanding, religious and cultural background.

All children have the right to equal opportunity in PSHE, regardless of their background, gender, race or ability.

Spiritual, Moral, Social and Cultural opportunities:

The PSHE curriculum reflects the cultural diversity of both the school and society as a whole. It makes valuable contributions to spiritual, moral, social and cultural education.

Evaluation and Assessment

The following types of assessment are used as appropriate to inform policy and practice.

1. Pupil self assessment - When pupils reflect on their own learning experiences and what these mean to his/her understanding, beliefs and behaviours.
2. Peer assessment - When pupils reflect on the understanding and learning experiences of others
3. Teacher assessments - When teachers reflect on quality and relevance of learning experiences and the level of pupil participation, pupil use of resources and learning outcomes.

Parents

The link to parents, carers, family and home is an important consideration for PSHE. The school ensures that neither pupils or staff make judgmental responses that imply that a pupil's family, background, culture and beliefs are not valued.

There is recognition by staff and parents that pupils will not always choose to involve their parents in curriculum work and this needs to be respected.

Community

Curriculum practice takes account of the needs of pupils through an understanding of the local community and issues and feelings that may arise as a result of changes within the local community.

Visitors and outside speakers are used to support the curriculum where appropriate.

Co-ordination

This Policy reflects the main aims of the whole school and will support other related policies such as Sex and Drug Education, Anti-Bullying and Health Education. It is also supportive of behaviour related policies and supports policies related to adults within the school, such as Anti-smoking Policy and Health and Safety Policy.

The role of the PSHE co-ordinator is to:

- Plan and co-ordinate the implementation of Personal, Social and Health Education.
- Work with an agreed action plan on aspects of PSHE curriculum.
- Establish monitoring and evaluation strategies.
- Liaise with parents and the wider community on aspects related to PSHE.
- Attend relevant training to keep up- to- date and improve personal skills and understandings.
- Establish and monitor a staff development strategy to support implementation of PSHE.

Professional Development

The co-ordinator, together with the head teacher are responsible for identifying priorities for development, following consideration of the whole school initiatives, priorities and staff and curriculum needs.

Monitoring and Review

This policy will be monitored in three key areas:

1. Planned curriculum practice and delivery.
2. Staff development.
3. Whole school practice and ethos.

This Policy was reviewed Summer 2016 and will be reviewed in line with our new scheme

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