

Forefield Community Infant & Nursery School

Personal, Social and Health Education Policy

This policy reflects the main aims of the whole school and should be read with other related policies such as Relationships Education, SRE and Health Education Policy and the Anti-bullying Policy. It will also be supportive of behaviour related policies and also supports policies related to adults within the school, such as Anti-smoking Policy and Health and Safety Policy.

Intent

A high quality PSHE education will help children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It will help develop the qualities and attributes children need to thrive as individuals, family members and members of society. It makes a significant contribution to pupil's spiritual, moral, social and cultural development, their behaviour and safety and the school's statutory responsibility to promote children's wellbeing.

PSHE will equip pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It allows children to reflect and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Children will be supported to build their confidence, resilience and self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and share their identities to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the employability and better enjoy and manage their own lives.

Aims

The overarching aims for PSHE education at Forefield Infant School is to provide children with:

- Accurate and relevant knowledge relevant to personal, social and health education
- Opportunities to develop that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Organisation

PSHE is planned and taught as a separate subject and is also integrated through a range of curriculum areas. In KS1 the 1decision scheme and resources are used to support staff in delivering a high quality PSHE curriculum. In EYFS the teachers plan and deliver a high

quality PSHE curriculum based on the curriculum map and the development matters statements.

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 will operate as a context for learning in PSHE:

- Respect for self and others
- Honesty
- Knowledge and search for truth
- Tolerance
- Difference/ diversity
- Feelings
- Justice and fairness
- Cooperation

Teaching and Learning

A PSHE programme of study has been written to ensure that all staff understand the purpose and aims of the PSHE curriculum at Forefield Infant School. A curriculum map has been written that informs what knowledge and skills should be taught from Nursery to Year Two. 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.

The methods of teaching PSHE are crucial. Pupils need to participate in order for the curriculum to have relevance and meaning therefore teachers will use approaches in which pupils are active, that enable pupils to share their feelings, understand what others think, feel and do.

The teacher role:

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

Teachers should not:

- Investigate a pupil's lifestyle
- Put pupils on the spot

Parents

The link to parents, carers, family and home is an important consideration for PSHE. The school will seek to ensure that neither pupils or staff make judgemental responses that imply that a pupil's family, background and culture and beliefs are not valued. There needs to be recognition by staff and parents that pupils will not always choose to involve their parents in curriculum work and this needs to be respected.

Responsive to Local Issues/ Community

Curriculum practice needs to take account of the needs of pupils through an understanding of the local community and issues and feelings that may arise as a result of a change or incident within the local community. Visitors and outside speakers will be used to support the curriculum where appropriate.

Assessment and Record Keeping

Records of children's learning will be kept in a variety of ways which are appropriate to the task. Written work will be put in class topic books (We are... books) with a label stating the subject and objective covered. Photographs can be linked to classroom monitor and informal observations (post-it notes) can be placed in the class SMSC book. These records will be used as evidence to support the class teacher in making a judgement on whether a child has achieved the objective.

PSHE will be assessed termly against the Classroom Monitor objectives to say whether children have demonstrated the knowledge and skills under the themes Health and wellbeing, Relationships and Living in the Wider World.

Monitoring

The PSHE coordinator will monitor the teaching of PSHE across all year groups. Monitoring will include planning, lesson observations, evidence of lessons and progress, assessments which will help to ensure continuity, progression and balance across the year groups.

The coordinator, together with the Headteacher will be responsible for identifying priorities for development, following consideration of the School Improvement Plan and staff and curriculum needs.

Evaluation and Review

This document will be reviewed every 3 years in accordance with the policy review cycle. It may be further updated to reflect any changes in future policies and practices.

Claire Gilroy

PSHE Subject Leader

Reviewed: May 2019