

High Littleton Church of England Primary School

PSHE POLICY

Rationale

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills, attitudes and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

At High Littleton Primary School we regard PSHE as an important component of the whole curriculum. We believe that the promotion of health and wellbeing is central to individuals and the life of the school and its relationships with the surrounding community. We take very seriously the responsibility that our school has in providing a broad and balanced curriculum.

Definition

PSHE is concerned with the total wellbeing of the individual towards others and the environment. It is concerned with:

- Mental, emotional and physical well-being of the individuals
- The responsibility of the individual towards others and the environment
- The education and understanding of the mental, physical, emotional, spiritual, environmental and cultural and social influences that shape the community and the interactions of individuals within it.

Within PSHE we explicitly recognise:

- Health Education, which involves engaging the children in activities that promote their physical wellbeing and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school
- Citizenship, which involves encouraging children to take a responsible role in society. It includes developing children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the

behaviour expected of them as members of society including developing respect for others

- Drug Education which involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and illegal drugs.
(See Drugs Education Policy)
- Sex and Relationships Education, which is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction.
(See Sex & Relationships Education Policy)

Purposes, Aims and Objectives

In our school we will aim through implicit and explicit learning experiences to:

- Promote the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepare pupils for the opportunities responsibilities and experiences of adult life.
- Acknowledge and inform pupils about their rights as children and their responsibility for the rights of others.
- Entitle all children to receive sound information about keeping healthy and safe, emotionally and physically.
- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self respect and self esteem among all members of the community. *(See Personal, Social, Moral & Spiritual Development Policy)*
- Prepare pupils for the opportunities responsibilities and experiences of adult life
- To develop emotional literacy skills

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We

value and respect the learning that occurs in the community and in the homes believing that these, alongside school links are essential dimensions of health education. The Scheme of Work is related to the real world and the children's experiences.

Guidelines

Activities will be planned to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in delivery of this policy. These will include:

- Circle time
- Imaginative writing, including poetry
- Reflection, sharing and showing
- Role play and drama
- The use of video and ICT including photos
- Visits and visitors, when appropriate eg School Nurse, Police
- Class lesson time eg PE/Science/RE
- Whole School Assembly time
- Class assembly time
- Story time, particularly in Key Stage 1
- Peer education
- Structured group work
- Play and games, structured and unstructured
- Discussion (groups/whole class)
- Annual Health Week
- Annual Year 6 Lifeskills visit
- School Council time
- Educational Visit to Kilve Court for Year 6
- SEAL programme

At High Littleton CEVC Primary School we believe all activities planned should be intended to enhance self-esteem, communication skills, clarification of values and decision making. These policies are therefore closely linked with the schools Equal Opportunities Policy, Racial Equality Policy, R.E policy, Discipline and Behaviour Policy and the routines of the school day as outlined in the Staff Handbook.

Planning

PSHE & C should be clearly planned within yearly and termly topic plans. The school's long and medium term planning is informed from the school's PSHE scheme of work. Where possible the schemes of work

objectives are closely related to the topic being covered or literacy objective.

Differentiation

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities

Monitoring and Assessment

The assessment of PSHE will take place, as appropriate, in the curriculum areas: however, clear learning objectives will support the focus of assessed activities. Individual pupil records with evidence may be kept within the context of topic work files or books.

The Co-ordinator

The Co-ordinator is responsible for informing the rest of the staff about new developments and advising colleagues on resources to aid planning. At present all resources are held centrally in the staff room. The resources will be developed, maintained and reviewed annually. The co-ordinator will monitor the curriculum and report to the Head teacher annually on progress with regard to the School's Strategic Development Plan.

Gareth Griffith

September 2018

Review Date: September 2020