

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL



PSHE POLICY

At Wentworth Church of England Junior and Infant School we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

AIMS AND PURPOSES

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

LINKS TO OTHER INITIATIVES & POLICIES

PSHE and PSED are linked with a variety of initiatives in place at Wentworth Church of England Junior and Infant School. We are involved in the Healthy Schools Initiative and we are committed to giving our children the best information we can regarding healthy lifestyles, so that they are able to make informed choices for themselves. We believe that children, who are given the opportunity to share their ideas and

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council with elected and representative members from classes in KS1 and KS2. The Council meets regularly to discuss the views of pupils, to make decisions and draw up actions plans which contribute to school improvement.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils, for example pupils with Special Educational Needs and Gifted, Able and Talented pupils, as well as with regard to gender and equality issues. This is done through carefully planned lessons.

Rotherham Healthy Schools Scheme of Work for PSHE and Citizenship is embedded within the curriculum and each half term a theme is promoted within school, for example through class themes, assemblies and displays.

PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum.

The PSHE Policy should be read in conjunction with the Drug Education Policy, Sex and Relationships Policy and Healthy Eating Policy.

TEACHING AND LEARNING

The PSHE curriculum will meet the requirements of the National Curriculum. We covers all aspects of Personal, Social, Health (including Drugs Education and Sex and Relationships Education), Financial and Citizenship Education, and ensure continuity and progression throughout the school.

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning

Planning

In KS1 and KS2 appropriate lessons are related to the overall half termly curriculum theme. However where appropriate a PSHE lesson is sometimes also taught in a discrete fashion or by using short sessions (for example using a circle time game) throughout the week. The knowledge and skills are also brought into a range of subjects, thus making the learning more connected and relevant. In Early Years Foundation Stage, Medium Term Planning is drawn from the EYFS curriculum and development matters; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

Approaches to teaching and learning

WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school.

Assessment, Recording and Reporting

In accordance with the school's Assessment Policy, children's achievements and growth in PSHE and PSED are assessed by the class teacher. Children are also encouraged to assess themselves and their peers. Assessment is used to enable teachers match tasks, to respond to needs and to inform future planning. Teachers inform parents of their child's progress through Parents' evenings and the yearly School Report.

Inclusion

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE co-ordinator.

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

THE ROLE OF THE SUBJECT LEADER

The role of PSHE Subject Leader is as outlined by the general school policy and job description and includes:

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.

MONITORING AND REVIEWING

The subject Leader is responsible for monitoring standards in PSHE/PSED. This is achieved through monitoring planning, pupils work, interviews with pupils, analysis of questionnaires and lesson observations. School improvement targets are drawn up yearly following such monitoring and evaluation.

Effective Date

This policy became effective in summer 2016, will reviewed in summer 2018.