

Churchside Federation

Personal, Social and Health Education Policy

Adopted : June 2018

INTRODUCTION

At Churchside Federation we recognise that the personal, social, health and economic well-being play a significant part in a child's ability to learn and achieve. We aim to provide an education that enables pupils to have opportunities to explore and develop high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of their own impact on the world around them.

The school curriculum brings together citizenship with personal well-being through a values based education, linking the school values of respect, honesty and kindness, with the PATHS scheme, (Promoting Alternative Thinking Skills) and Life and Learning Skills. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Children are encouraged to differentiate between right and wrong and look at how their actions affect others. They are encouraged to value themselves and others, raising their self-esteem and confidence.

Children are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements.

AIMS OF THE PSHE POLICY

- ▶ To give pupils the knowledge and develop their 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 develop caring attitudes toward each other and the environment
- ▶ To help our pupils understand and manage their feelings
- ▶ To develop an understanding of economic well-being

EQUAL OPPORTUNITIES

Churchside Federation will be committed to ensure relevant PSHE and Citizenship provision is taught to all children and young people, having regard to ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

ORGANISATION AND DELIVERY OF PSHE

Teachers plan sessions including Circle Time, Class discussions and PSHE specific lessons (PATHS) as well as using them for Collective worship and in the day to day learning experience and expectations at school. Daily 'PATHS Pupil of the day' include a time where compliments are given by an adult in the class and by pupils in the class. The PATHS pupil is then asked to give themselves a compliment. The compliments are then taken home and shared with their family. Two weekly longer sessions are planned to explore a range of topics including feelings and behaviours which may also link to the Life and Learning focus for the Term. Long Term, Medium Term and Weekly plans show where all the elements are being taught in class and in Collective Worship. The Federation Celebrate Pupil achievement through Celebration Assemblies at Mundford, and Sharing Assemblies at Gooderstone. School and Classroom displays also show that pupil well-being is valued using petals on a flower at Mundford and Building the Lego Tree at Gooderstone when good classroom learning behaviour has been achieved. All members of staff are encouraged to celebrate pupils on the PATHS stepping stones display at both schools where expected behaviours are recognised and celebrated.

TEACHING AND LEARNING

English makes a major contribution to pupils' PSHE development through:

- ❖ Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- ❖ Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- ❖ Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- ❖ Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- ❖ Helping pupils to engage in emotional and social literacy through differing genres.

Mathematics can provide a contribution to pupils' PSHE by:

- ❖ Supporting whole school policy on issues economic well-being.
- ❖ Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

Science provides opportunities for pupils' PSHE development through examples such as:

- ❖ Encouraging pupils to reflect on the wonder of the natural world.
- ❖ Awareness of the ways that science and technology can affect society and the environment.
- ❖ Consideration of a healthy lifestyle and how their choices effect their health

- ❖ Co-operation in practical activity.
- ❖ Raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to PSHE development by:-

- ❖ Making clear the guidelines about the ethical use of the internet and other forms of communications technology.
- ❖ Acknowledging advances in technology and appreciation for human achievement.

History makes a contribution to PSHE by:-

- ❖ Looking at the establishment of multi-cultural Britain.
- ❖ Showing an awareness of the moral implications of the actions of historical figures.

Design Technology makes a particular contribution to PSHE through:-

- ❖ Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the economy.
- ❖ Awareness of the moral dilemmas created by technical advances, the impact of 'winners and losers' ethos.
- ❖ How different cultures have contributed to technology.
- ❖ Opportunities to work as a team, recognising others' strengths, sharing equipment.
- ❖ Giving pupils the opportunity to examine cultural differences in food and diet.
- ❖ Reflecting on the social issues around food such as price and income.
- ❖ Acknowledging government guidelines for health and dietary requirements.

Geography contributes to PSHE where:

- ❖ Studies of people and places gives pupils the chance to reflect on the social, cultural and economic characteristics of society.

Languages contributes to PSHE through:-

- ❖ Pupils may gain insights into the way of life, cultural traditions, moral, social and economic developments of other people.
- ❖ Pupils' social skills are developed through group activities and communication exercises.
- ❖ Listening skills are improved through oral/aural work.

Religious Education makes a distinctive and substantial contribution to the delivery of PSHE:-

- ❖ Learn about beliefs, values and the concept of spirituality.

- ❖ Reflect on the significance of religious teaching in their own lives. Develop respect for the right of others to hold beliefs different from their own.
- ❖ Show an understanding of the influence of religion on society.
- ❖ Appreciation and understanding of different cultures, religions and traditions.

Art may contribute to PSHE by:-

- ❖ Giving pupils the chance to reflect on nature, their environment and surroundings.
- ❖ Encouraging a state of calm and well-being where children have time to create
- ❖ Studying artists with spiritual or religious theme, issues raised by artists which concerns ethical and economic issues, i.e. war and violence.

Music contributes to PSHE through:-

- ❖ Teaching that encourages pupils to be open to the music of other cultures.
- ❖ Considering the role of music in society and to see how music has a role in our economy.
- ❖ Looking at the way music can change moods and behaviour.

Physical Education – PSHE development is actively promoted through PE by:-

- ❖ Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- ❖ Individual activities that provide the opportunity for self-reflection and challenge.
- ❖ Understanding the importance of a healthy life-style which includes exercise and physical activities
- ❖ Importance of working as a team and how rewarding this can be

MONITORING OF PROVISION

Provision will be monitored on a regular basis in keeping with the monitoring programme of the school. Lessons will be observed on a regular basis as well as collecting evidence through photographs, pupil and adult feedback, including parental feedback.

EVALUATION OF TEACHING AND LEARNING

The subject leader will have responsibility to observe lessons, talk to pupils and review planning to ensure all areas of PSHE are being taught and covered. Assessments will be reported back to teachers and staff and a copy given to the Executive Headteacher. Action points will be shared for staff to enhance their teaching and coverage of PSHE.

LINKS WITH THE WIDER COMMUNITY

Visitors are welcomed into our school. Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged. Visiting groups such as theatre or musical events are planned throughout the year. Children are taught to appreciate and take responsibility for the environment. We liaise with local schools and support groups.

LINKS WITH OTHER POLICIES

Anti-Bullying

Behaviour

Equality and Diversity

SMSC Development

Religious Education

Relationships and Sex Education

The implementation of this policy is the responsibility of all staff.