

Bournes Green Infant School

Personal, Social, & Health Education Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Assessment, Equal Opportunities and Race Equality, Role of Subject leader, SEN, Early Years, Teaching and Learning, Gifted and Talented, Drugs and Medicines, Sex and Relationships and Whole School Food.

Aims

Our aims in teaching PSHE are:

1. To provide all children with knowledge, understanding and skills they will need to make informed, reasoned and responsible choices about their own lifestyles, not only as children but later in adult life
2. To use a variety of learning styles and resources to ensure that we cater for all our children
3. To enable children to develop confidence and self-esteem
4. To enable children to develop a positive outlook towards life and greater responsibility towards their own learning
5. To improve interpersonal skills, developing children who can work independently or collaboratively
6. To promote positive attitudes towards cultural, ethnic and religious diversity, gender equality and people with special needs

7. To develop the children's sense of responsibility for their actions and their ability to contribute to and accept rules
8. To develop the children's ability to recognise feelings and manage their own behaviour
9. To enable children to develop their spirituality
10. To enable the children to develop their understanding of the school as a community and of the wider community

PSHE is concerned with fundamental educational aims and permeates all aspects of school life. It is a vital cross-curricular dimension of the school's curriculum and it is an ever-present responsibility of all staff in school. We are all involved in the personal, social and health development of every child in our care. Children's learning in PSHE is fundamentally affected by the ethos of the school.

Therefore there are different forms of curriculum provision for PSHE to develop a whole-school approach:

- Discrete curriculum time
- Circle Time
- Through and in other subjects/curriculum areas
- Through PSHE activities and school events
- Class culture

Organisation

The teaching programme is based on identified learning objectives and is planned thoroughly to ensure high expectations, consistent approaches and good progression throughout the school.

We aim to ensure that every child enjoys this time, makes progress and gains positively from this lesson. Therefore lessons are planned so that all children can be included.

Effective teaching of PSHE needs a range of teaching strategies . These strategies may include class/group work, circle time, debate, discussion, role-play, and participation in school or community projects and the use of visitors or outside agencies.

Management

Head teacher - It is the responsibility of the head teacher to keep well informed, provide active leadership and set high expectations for what can be achieved by staff and Children.

There is systematic monitoring and self review, under the head teacher's direction of teachers' planning, teaching, learning outcomes and children's work.

PSHE Subject leader - The subject leader for PSHE shares his/her expertise and gives support that is needed to influence practice throughout the school. S/he takes responsibility for the purchase and organisation of central resources in PSHE. Progress in PSHE is monitored by observation and the subject leader advises the head teacher on any action needed. The subject leader keeps up to date with development in PSHE education and disseminates information to colleagues as appropriate.

Teachers - There is a whole school approach to the professional development of our teachers' knowledge of the primary PSHE curriculum and appropriate teaching methods.

The teaching staff are committed to securing very high standards through effective teaching and learning throughout the whole school.

Teaching Assistants - Teaching Assistants are used effectively to support teachers in PSHE lessons. The role of support staff is to help to make sure that each child plays a full part in every lesson. This may be through one of several approaches:

- Encouragement
- Questioning
- Prompting children
- Reinforcing teaching points as well as key language
- Assisting children with resources
- Taking small groups and operate intervention plans
- Working with small discussion groups on differentiated work across the ability range

Governors - Governors are involved in formulating a policy, monitoring and evaluation.

Planning

Planning is produced in line with the Personal Social and Emotional strand of the Early Years Foundation Stage Curriculum. The National Curriculum requires PSHE provision to be in place in KS1. Staff plan in year groups following our PSHE Scheme of work which follows Health for Life Materials. We address additional issues in Circle Time.

Assessment

Ongoing informal assessment is used to identify children's strengths and difficulties; it will include informal observations and oral questioning. This assessment is then used to plan the next stage of work. Children's personal and social development is reported to parents at termly consultation meetings or as necessary - (see Assessment, Recording and Reporting Policy).

Progress in Reception is recorded using the Early Years Foundation Stage Profile

Feedback to Children

The feedback to Children about their progress in PSHE is achieved through discussion related to learning intentions. Children are given the opportunity to reflect on their own progress within a positive and supportive framework.

Making links with subjects across the curriculum

All subjects contribute to PSHE, in the development of skills, attitudes, values and feelings. Some subjects have a clear link such as drugs and medicine which are covered in Science. Wherever children are given the opportunity to learn about themselves, to work independently or to collaborate with others, a contribution is being made to their personal and social development.

IT

Information Technology is a major resource within the school. Wherever possible it is incorporated into PSHE; for example, when introducing a topic using Interactive Whiteboards.

Parents

As part of our induction for new parents, we hold a meeting introducing them to the Early Years Foundation Stage Curriculum which includes Personal, Social and Emotional Development.

Parents are kept well informed at termly meetings and in the annual written report about their child's social and emotional development. In addition, we send home termly curriculum letters so that parents know what is being covered in PSHE lessons at school.

Resources

We have in school a wide range of equipment and materials which are stored in a central area. More frequently used resources are stored in classrooms.

English as an Additional Language.

We support (English as an additional language) EAL children in a variety of ways in PSHE. Whole class sessions and circle time provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focussed teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language will need careful explaining and may be introduced prior to the lesson in which it will be used.

Special Educational Needs

Children will be at different levels of maturity, will have varied life experiences and very own individual attitudes and feelings. Children are allowed to articulate their perceptions, with all contributions being valued and respected. In relation to some sensitive issues, such as sex education, the teachers ensure that this discussion takes place within a moral and legal framework.

The needs of children with SEN are taken into account by the teacher, who will need to provide different resources, activities or specific support, where necessary as provision maps identify targets relating to PSHE.

It is our intention whenever possible to include all children in our PSHE lessons, so that they benefit from the emphasis on discussion. However some classes may have children whose progress warrants special consideration. After consultation with the school Inclusion Manager, the class teachers may wish to consider if the PSHE lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of PSHE work.

Equal Opportunities and Race Equality

We will make use of opportunities to build upon the diverse backgrounds of all children in the classroom. Wherever possible, teaching materials and individual group activities will reflect the cultural and ethnic diversity of our society. Children's religious beliefs will be respected. Parents are always welcome to discuss any issues with staff.

Review

This policy has been revised by staff and approved by *Governors* in Spring 2017. This policy will be reviewed in accordance with our Key Documentation Review Timetable.