

**BURE PARK PRIMARY SCHOOL
PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) POLICY**

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. (Social and Emotional Aspects of Learning SEAL, 2005)

Students who are anxious, angry or depressed don't learn; people in these states do not take in information efficiently or deal with it well...when emotions overwhelm concentration, what is being swamped is the mental capacity cognitive scientists call "working memory", the ability to hold in mind all information relevant to the task in hand. D Goleman 1995

Intent:

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, this helps to develop their sense of self-worth.

The aims of personal, social and health education are to enable the children to:

- be effective and successful learners
- know and understand what constitutes a healthy lifestyle
- know the characteristics of good physical health and mental wellbeing
- know that mental health is a normal part of daily life, in the same way as physical health
- be aware of safety issues both online and offline
- understand what makes for, and sustains, good relationships with others
- have respect for others
- recognise and stand up for their rights and the rights of others
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships (work and play co-operatively) with other members of the school and the wider community, including understanding and valuing differences/commonalities between people and respecting values and beliefs different from their own
- develop skills of self-awareness, managing feelings (especially strong feelings like anxiety, anger), motivation, empathy and social skills
- deal with and resolve conflict effectively and fairly
- solve problems with others and by themselves

We ensure that they experience the process of democracy within society and in school through the School Council and Global Ambassadors. We teach them about rights and responsibilities.

Implementation:

We teach PSHE in a variety of ways. In some instances, e.g. drugs education and sex education, we teach PSHE as a discrete subject. PSHE is taught through the JIGSAW programme for personal and social aspects of learning.

Some of the time, we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we teach a considerable amount of the PSHE through our religious education lessons.

We also develop PSHE through activities and whole school events, e.g. the School Council representatives from each class meet regularly to discuss school matters in this area. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop self-knowledge, leadership and co-operative skills.

Teaching and learning styles:

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that contribute to wider society, e.g. charity fundraising, school residential weeks, or involvement in an activity to help other individuals, or groups, e.g. sports day. We organise school life and classes in such a way that pupils are able to participate in discussion to resolve conflicts peacefully, and set agreed school and classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Foundation Stage:

We teach PSHE in the Foundation Stage classes as an integral part of the curriculum covered during the year. Using the Curriculum Guidance for the Foundation Stage, teaching in PSHE matches the aim of developing a child's personal, social and emotional development as set out in the Early Learning Goals (ELGs). PSHE is intrinsic to all of the areas of learning in the Foundation Stage curriculum, but has particularly strong links with knowledge and understanding of the world, when relating it to culture.

Teaching PSHE to children with Special Educational Needs

At our school we teach PSHE and to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional, or different, action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We aim to provide teaching in PSHE for whole classes, groups and individuals through the use of the materials and special group times – self-esteem groups, play therapy sessions and social stories.

Where children are to participate in activities outside the classroom, risk assessments are carried out to ensure that the activity is safe and appropriate for all pupils.

Disability, Discrimination and Inclusion:

We ensure that all children, with specific needs and/or disabilities, have access to all aspects of PSHE. By responding to their diverse learning and physical requirements, we will avoid putting them at any disadvantage to their peers. All barriers to learning and assessments will be overcome by greater intervention/differentiation, use of outside agencies (relevant Advisory professionals) or by using any specialist equipment. All children will be set suitable and realistic learning challenges/targets to ensure educational success, raising/maintenance of their self-esteem and the opportunity to achieve a personal high standard. Close liaison with parents/guardians will be an essential element within this. Where children go to participate in activities outside the classroom, 'risk assessments' are carried out to ensure that the activity is safe, and that all adjustments and special arrangements are planned for.

Assessment and recording:

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and through discussions. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Resources:

The JIGSAW programmes provide a range of resources reinforced by school resources and books for each unit of work. We have additional resources in the library. Our PSHE subject leader holds a selection of reference materials for teaching sensitive issues.

Impact:

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Additional time is made available for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. The subject co-ordinator formulates an annual action plan based on monitoring and evaluation, which targets areas for development. This Plan forms part of the annual school development plan.