

ROBERT MELLORS PRIMARY AND NURSERY SCHOOL PSHCE POLICY



(Inclusive of PSED in the Foundation stage)

Policy Statement

At Robert Mellors we place our children's spiritual, moral, social and cultural development at the heart of the school's curriculum, ethos and culture. We recognise that we have a responsibility to help children meet the challenges of life. We will do this by helping them to understand and value themselves, be optimistic about the future life's possibilities and to develop positive self-esteem and confidence to take increasing control and responsibility for their lives, and play an active part in their communities. PSCHE encompasses all of these aspects and will help our pupils develop the skills and understanding they need to live a confident, healthy and independent life. We endorse the idea that confidence and self-esteem are central to educational achievement.

Every Child Matters criteria:

- Stay Safe
- Stay Healthy
- Make a positive contribution
- Enjoy and achieve
- Achieve economic well being

Aims

- Help children to understand how their social and emotional feelings affect the way they learn
- Raise our pupil's confidence and self-esteem by reinforcing the importance of respecting everyone as an individual and appreciating and rewarding effort
- Provide a supportive learning environment
- Increase our pupil's motivation and understanding by providing relevant opportunities for experiential learning
- Improve our pupil's ability to reflect and become responsible for their own learning
- Develop and enhance our links with parent, families and local community
- Reduce the chance that our pupil's learning will be interrupted or impaired e.g. through a fear of bullying
- Produce positive, independent flexible learners who can participate actively in our school and the wider community
- Ensure pupil's develop positive values in relation to themselves, their relationships and society
- Involve pupils in their own learning, empower them to make their own decisions

Planning

PSCHE, delivered through discreet time tabling, other curriculum subjects, enrichment activities and our positive school approach will provide the necessary focus for personal and social development. Throughout school we use S.E.A.L (Social and Emotional Aspects of Learning) as the main focus for our PSHCE curriculum. Alongside this the other elements of PSHCE are embedded to our classroom practice.

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities. In the Foundation stage PSE is introduced, and the progression maintained, through the Early Learning Goals focusing on:

- Disposition and attitude
- Self-esteem and confidence
- Making relationships
- Behaviour and self-control
- Self-care
- Sense of community

The PSCHE in KS1 and KS2 builds on these early learning goals and is delivered through four interrelated strands:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the difference between people
- Sex Education

Successful implementation will be achieved by a combination method of delivery;

- Circle time
- Taught through other curriculum subjects e.g. cross curricular
- Via enrichment activities e.g. School Council
- Driven by a positive school practice and culture e.g. Gold Book Assembly, S.E.A.L Assemblies (held weekly) Head Teacher's Awards
- Extra curricular activities e.g. Residential visits
- Visits out and visitors in to school

Teaching and Learning

PSCHE has a spiral curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. It will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience. Pupils will be taught knowledge, skills and understanding through opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Participate in discussions
- Make real choices and decisions
- Meet and talk with people
- Develop relationships through work and play
- Consider moral and social dilemmas they come across in everyday life
- Prepare for change
- See Appendix 1

- See Appendix 2 – S.E.A.L Overview
- See Appendix 3 – PSHCE Areas to be covered.

Teaching resources

PSCHE resources are stored in the staff office. Each classroom has a copy of the S.E.A.L teaching booklets and resources are available on-line through the teacher network/server. Our school utilises the support of the professional community in assisting with the delivery of PSCHE e.g. School Nurse and other professionals.

SEN

The focus of our PSE and PSCHE provision is on equality and inclusion for all pupils.

Assessment

The assessment of PSCHE is carried out informally on an ongoing basis. All teachers will make appropriate comments when necessary in their S.E.A.L folders and the coordinator will undertake child interviews. A formal assessment statement will be made on a child's end of year report.

Gifted and Talented

Children will be identified as gifted and/or talented, as set out in the Gifted and Talented Policy. Those identified will be given additional opportunities to develop.

The role of the Co-ordinator

The PSHE coordinator is to manage, monitor and evaluate the subject by monitoring the effectiveness of PSHE as a way of promoting pupil development, to manage the whole school approach to PSHE and evaluate the effectiveness of teaching.

This policy is supported by other policies including:

- Safeguarding
- E-Safety
- Making Positive Choices (behaviour policy)
- Behaviour Policy
- Equalities Policy

This policy was reviewed and updated Summer 2016

To be reviewed Summer 2019