





## PSHE Policy

Personal, Social & Health Educational Policy

**‘Every Child, Every Chance, Every Day’**

<b>Reviewed By</b>	Aimee Reilly	Policy Owner	July 2018
<b>Approved By</b>	Cate Gregory	Headteacher	July 2018
<b>Ratified by</b>	Matthew Corkhill	Governor	September 2018
<b>NEXT REVIEW</b>			September 2020

At Shirley Infant School we aim to develop the whole child, not only in terms of academic ability and progress but in respect of their emotional, spiritual, social, health and physical development. The whole curriculum contributes to the personal, social, emotional and health development of our pupils and these have an impact on the ethos of our school – its aims, attitudes, values and procedures. PSHE within our school encompasses the core principles of the UNCRC and the rights of the child:

**Non-discrimination, or universality (article 2)** – the rights guaranteed by the UNRC are afforded to all children without exception.

**Best interests of the child (article 3)** – this principle requires governments or other stakeholders to review all their actions for the impact on children.

**Right to life, survival and development (article 6)** – the rights of the child to the enjoyment of the highest attainable standard of health, to health services and to an adequate standard of living.

**Respect for the views of the child (article 12)** – a child’s right to have their views heard and respected in matters concerning them – according to their age and maturity. Article 12 places an obligation on government to ensure that children’s views are sought and considered.

The PSHE curriculum supports the aims of our school strapline Every Child, Every Chance, Every Day. You are able to see the school vision poster for whole vision statement.

**AIMS**

- To help children appreciate themselves as unique individuals and to help them understand their responsibilities, rights and duties in our community.
- To enable children to make informed choices about all areas of their behaviour
- To be aware of how to recognise when pressure from others (including people they know) threatens their personal safety and well-being and know how use and develop effective ways of resisting pressure and know where to get help.
- To develop individuals capacity to share and co-operate.
- To create a school ethos in which good relationships, respect, support and consideration for others flourish.

- To develop children's ability to accept responsibility for their own safety.
- To develop children's vocabulary and their understanding of the different emotions.
- To develop children's vocabulary and understanding towards other's emotions.
- To develop children's understanding of how to keep their mind and body healthy and lead a healthy lifestyle to support their health and wellbeing.
- To encourage children to understand the need for cleanliness and accept responsibility, when appropriate, for personal hygiene.
- To promote children's understanding of their rights and respecting actions, for themselves and others.
- To create an environment where their own rights and the rights of others are respected.

## **OBJECTIVES**

- To enable children to deal with real situations that arises now and in the future through exploring attitudes and feelings.
- To encourage children to value themselves as individuals, and to be aware of their effect on others.
- To enhance the quality of their lives by showing them how to acquire accurate information so that they can make informed decisions regarding their physical, mental and social well-being.
- To develop a caring, thoughtful disposition.
- To encourage and support children and adults in their development as individuals and members of the school and wider community.
- To ensure children know who to turn to when they feel under pressure.
- To ensure children are aware of how to keep themselves safe in the following contexts: road safety, medicines (things we put into and onto our bodies), stranger danger, online safety, water safety, staying safe at home, as well as who they can talk to about this.
- To use and model the rights respecting language and behaviour.
- To develop a school where children and adults use the values and language of the CRC to help them become rights-respecting global citizens.
- To ensure staff in the school recognise their responsibility to model rights respecting language and behaviour and put them into practice in every aspects of the life of the school, from how the school is run and the extent to which pupils are involved in this, to what is taught and how pupils and teachers relate to each other.
- To encourage and support children and staff to resolve conflict in a restorative and reflective manner.

## **CURRICULUM CONTENT**

See overview in PSHE Curriculum folder for Year group coverage.

Personal, Social & Health Education includes:

1. Health Education
2. Careers Guidance
3. Economic & Industrial Understanding
4. Environmental Issues
5. Citizenship
6. Anti-Bullying
7. Children's Rights, Right Respecting Actions & Responsibilities
8. Drugs Education
9. Road safety
10. Stranger Danger
11. E safety
12. Multi-Cultural Issues
13. Equal Opportunities
14. Personal Behaviour
15. Sex & Relationships

16. Community Links
17. Mental wellbeing
18. Understanding of emotions; how they make the mind (mental) and body (physical) feel

P.S.H.E. links with all National Curriculum subjects, Religious Education and meets the requirements of the Foundation Stage Curriculum incorporating the Early Years Foundation Curriculum.

The diversity and variety of the content defined as P.S.H.E. calls for a wide range of teaching strategies, such as:

- **Circle time.** This is used as a vehicle to achieve our aims more consistently. See Schemes of Work, such as stranger danger, getting on and falling out. Drug Education within Going for Goals for Year 1, Relationships Year 2 and Changes Year R.
- **Class lessons.**
- **Group work.** Children are given school wide roles of responsibility to develop their commitment to the school and each other.
- **Bubble Time** – here the children are encouraged to ask for bubble time if they have a worry or are concerned about something. Confidentiality and child protection policies are considered in this area and staff to follow all procedures (See policies).
- **Collective worship.** Senior members of the community are welcomed to Assemblies. Parents are invited to class assemblies and a school wide Christmas performance, which promotes a community awareness.
- **Use of visitors** to give talks to children – see visitors policy
- **Outside agencies** e.g. Police, school nurse
- **Links with current Local and National Issues** – such as, teenage pregnancy, dental hygiene and obesity.
- **Links with parents.**
- **Drama**
- **Speaking and Listening Activities**
- **Philosophy for children**
- **Restorative practise**

Through our creative curriculum P.S.H.E. and citizenship is taught separately and embedded where appropriate though cross-curricular themes. Ways in which these sessions are delivered may involve writing, art, discussion, reflection, videos, circle time and role play. (See Schemes of Work and subject overviews)

## **PLAYTIME AND LUNCHTIME**

Positive social interaction is encouraged in the playground by staff and supported by the provision of a wide range of equipment for the children's use. Lunchtime procedures are organised to offer the children more independence and greater opportunity to take responsibility for their own good behaviour. Year 2 are 'Sports leaders' to monitor, model games and take responsibility for the active zone equipment.

## **EXTRA CURRICULAR CLUBS**

Clubs are run by staff and outside agencies to assist children's health and well-being and their social interaction with children from their class, year group and other year groups. They are encouraged to work together to build on their skills and work collaboratively.

## **EQUAL OPPORTUNITIES**

Every effort is made to enable all pupils to participate fully in all PSHE activities regardless of race, gender, SEN, disability etc. Adaptations to tasks are made, and extra adult support is provided where necessary and beneficial. Additional equipment can be provided when possible. All children have an entitlement to equal access to the curriculum and other school provision and may be supported in this subject by teachers, Southampton Ethnic Minority Achievements Support Service and other agencies e.g. Educational Welfare Officer, School Nurse. There

should be no area of learning that is solely for boys or for girls. It is important that all learning opportunities are part of every child's experience, so that all children develop the concept of caring and interpersonal skills.

## **ASSESSMENT, RECORDING AND REPORTING**

- End of year reports
- Termly assessment sheets
- Behaviour systems
- Target Cards
- S. E. N. Audit
- Learning logs
- ELSA referrals
- E.W.O., Educational Psychologist, Social Service reports and medical records.
- Parent/Teacher consultations
- Draw and write
- Discussions
- Role play
- Profile scale points
- Photographs
- Videos
- Quotes from the children

Our school practise is that a half termly PSHE assessment tool is completed by each class teacher for each individual child. This is completed and passed up from teacher to teacher as the child moves through the school. This will support the child with transition changes and track their development. Once they achieve secure in 40 -60 months, they will begin to work on the KS1 PSHE and citizenship expectations. These assessment sheets will be supported by teacher observations which are recorded within child initiated and adult directed activities. Year R are assessed through the year against the Development Matters curriculum. Then at the end of the year against the Early Learning Goals (ELG). Year 1 and 2 will be monitored through close scrutiny of work at key times of year (see work sampling matrix).

### **Children working above Age Related Expectations**

Children working above ARE are given content which will deepen their knowledge and understanding by looking at more complex issues and predicting/designing solutions for personal, local, national and global communities. A scenario would be given to all children ie, falling out, the class may be asked how can the children resolve the issue? From here another layer of information or a different point of view would be given to the child to widen their thinking eg how could the school improve this? How can the community support them? etc. By doing this we would be layering our gifted and talented children's knowledge and opportunities to use their skills in more complex scenarios.

## **RESOURCES**

Topic and themed boxes of resources are located in the staff room. Planning is in the green foundation subject folders and saved onto Teacher share (Curriculum/ PSHE / Teaching / Planning). Videos, books and CD Roms are available to support topics and can be found in the PSHE cupboard and shelves in the staff room.

Central resources within school Health Authority, Health Promotions, Road Safety Unit. Liaison with Infant, Junior and Secondary schools at P.S.H.E. cluster meetings

### **Ongoing Activities which support PSHE within our school:**

- Walk to school Week
- Fundraising – Red nose day, Children in need, Granny Anne's School in Africa, Sport Relief, NSPCC

- Being Healthy & Active Week
- School Nurse visits/workshops
- Family Education - Parent Workshops
- Footsteps – Road Safety
- New Year R intake Transition programme
- Year 2 transition programme into Year 3
- Year R to 1 transition
- Mid-year Transition programme
- Anti-bullying week
- ELSA

#### **OTHER ASSOCIATED POLICIES**

- Behaviour\*
- Anti-Bullying
- Collective Worship
- Drugs Education
- Equal Opportunities
- Health & Safety
- Religious Education
- Relationships
- Confidentiality
- Child Protection
- Visitors
- Community Cohesion
- Inclusions

\* The Behaviour Policy has been reviewed and revised to raise expectations and promote a higher standard of behaviour.

The PSHE Schemes of work are revised yearly and local and national Key Information is always considered to inform planning. Feedback from Annual Report from Director of Public Health for Southampton 2013For 2013-16 the following areas were considered:

**Mental Well-being** - Ambitions and aspirations –continued going for goals focus due to local high suicide rate. Southampton self-reported 29% with low happiness score compared to 28% in England. Focus in Good to be me raises self-esteem and self-awareness. Five Key themes from publication are addressed through planning: Be connected – Relationships theme/ Be Active – being active and healthy week / Be curious – trips and school events / Be keen to learn new things / Be Helpful – Year R people who help us topic, Changes theme, Year 1 Town mouse and country mouse topic.

**Children** – Dental Hygiene extended due to local dental health problems, focus in being active and healthy week.

**Economic links with Children focus** – 26% children living in poverty in Southampton. Focus in debate session in Autumn 2 on things we need to survive and things we want.

**Protecting People** – as Southampton is a port therefore, higher risk to health (particular sexually transmitted diseases) issues. Year R and 1 heavy focus on health and hygiene ie medicines, things that go onto and into our bodies, hygiene.

**Chronic conditions** – Healthy schools work to continue focus on eating broad and balanced diet, keeping active – supports PE work

**Environment – covers community safety, transport and place** - walk to school week promoted, provisions for riding bikes to school, Being Active and Healthy week. CPLD used to talk to children to build links and community, common used for Year R and Year 2 school trips. 2015-16 Healthy Schools focus was to encourage children and their grown-ups / carers to travel to and from school in an active way (bike, walk, scooter or park and stride).

**Safeguarding** – SRE Sex and Relationships enhanced. Year 2 focus on babies and gender difference using correct terminology for body parts. Decrease in teenage pregnancy in Southampton since our focus from 2009. Although, still higher than England.

**Elderly – population is increasing** – in Southampton people over 85 to increase from 5,300 to 6,000 between 2011 and 2018. JSNA empathies that longer lives should be better lives and not spent in ill health. Focus works with healthy schools.

**Lifestyle** – Increased rise in the number of people with diabetes 1 in 20. Healthy schools work to continue focus on eating broad and balanced diet, keeping active – supports PE work

**Online** - Pupils are made aware of their online reputations. The early foundations are established through Hectors world planning online safety and saying no to bad persuasion. Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

School council issues are decided as a whole school to suit current school issues (to cover all 5 aspects of PSHE) and new developments – See Council file for minutes of meetings.

**Staff member responsible for Implementation and review:**

Headteacher and PSHE Leader