

# Lord Deramore's Primary School

## PERSONAL, SOCIAL HEALTH EDUCATION POLICY

This policy is for every child at Lord Deramore's.

### **RATIONALE**

"If the curriculum is the stick of rock, then PSHE is the writing through the middle." PSHE is on-going; it permeates everything and can occur intentionally or incidentally during the school day. Every teacher and member of staff at Lord Deramore's plays a vital role in the personal, social and health development of each and every child.

### **AIMS & OBJECTIVES**

At Lord Deramore's School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

At Lord Deramore's we aim to help the children to:

1. develop confidences and responsibilities and make the most of their abilities.
2. prepare to play an active role as citizens.
3. develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
4. develop good relationships and respect the differences between people.
5. understand some basic principles of finances.
6. make a positive contribution to the life of the school

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in the setting of their targets for learning.
3. Encouraging children to recognise and respect differences between people.
4. The election of a school council in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are wider opportunities for personal and social development. These include:-

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for  
Example: Christmas Nativity, Outdoor Week, Science Week, Summer Fair.

We seek to promote a healthy lifestyle and self-confidence for our community by:

1. The provision of a range of lunch time and after school clubs e.g. sports, orchestra, dance, ICT, art and debating which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.

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3. Promoting walk to school.
4. Healthy eating promotions during the year.

We seek the involvement of the whole school community through:-

1. Encouraging parents/ carers to support trips or whole school events.
2. Newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. Lord Deramore's PTA.

#### **ORGANISATION OF TEACHING AND LEARNING**

PSHE is taught on a regular basis in all year groups by the class teacher through the implementation of the SEAL materials, Learn 4 Life materials and through the use of Circle Time materials. Planned links are also made to whole school and key stage assemblies and to many aspects of topic work such as Religious Education, Science and Environmental work when appropriate.

Children are given the opportunities to experience PSHE in a variety of forms:

Whole-class teaching and discussions

Group/paired collaborative work

Individual focussed activities

Circle/class games

Drama/role-play activities

Stories

Visitors to school/visits away from school

Praise assemblies sharing achievements

Establishing, running and liaising with the school council

Children are encouraged to develop an awareness of the language of feelings in order to express themselves clearly and appropriately and to understand the feelings of others.

#### **THE FRAMEWORK FOR PSHE**

The knowledge, skills and understanding to be taught in 5 related sections under the banner 'Learn for Life'.

Our world of feelings and relationships

Our world of healthy lifestyles

Our world of money

Our world of risk

Our Cyberworld

#### **THE CURRICULUM**

Each half termly unit is organised around a whole school theme, and can be supported by the existing SEAL materials and assemblies. The units comprise six lesson plans that will need to be adapted to suit the class. Many resources can be accessed through the Learn 4 Life website.

#### **TEACHING AND LEARNING**

To facilitate pupils learning in PSHE the staff ensure that:

- the purpose of each lesson is made clear
- appropriate learning experiences are planned and meet the needs of all the pupils in the class

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- learning experiences draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- time is given for pupils to reflect, consolidate and apply their learning
- pupils are encouraged to take responsibility for their own learning and to record their own progress
- attention is given to developing a safe and secure classroom climate

Lord Deramore's staff will teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities and modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. Examples of how staff will adapt programmes of study include:

- choosing material from an earlier key stage, or more than one key stage
- maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new knowledge, skills and understanding
- using the non-statutory framework for PSHCE and the programmes of study for citizenship as a resource or to provide a context for planning and learning which is appropriate to the age and needs of pupils
- focusing on one aspect or a limited number of aspects of the age-related guidelines and programmes of study.

### **SAFE ENVIRONMENT**

We adopt ground rules to ensure a safe environment for teaching in particular in PSHE and Circle time. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures. At the beginning of each PSHE lesson and Circle time the teacher establishes the ground rules together with the pupils.

### **GIFTED AND TALENTED**

All children will be given the opportunity to be the best that they can be and have their strengths and talents recognised and nurtured.

### **ASSESSMENT**

Assessments of children's personal, social and health development are largely on-going, but formal, structured assessments also occur. Teachers and support staff make informal professional judgements of children's development on a regular basis by observing their behaviour and through chat and discussions. Communication and collaboration between members of staff concerned with individuals, and with groups of children, is encouraged and generally happens as a matter of course.

Assessments of knowledge and understanding are also drawn from written or practical tasks, as decided by the class teacher, throughout the year.

Teachers write an assessment of children's PSHE developments as part of their individual pupil report at the end of the academic year and also discuss this at parent interviews, or at other times throughout the year, if it is required. Teachers take into consideration matters such as children's self-knowledge, confidence, social competence, independence, ability to share and communicate, ability to make informed choices, general attitude and maturity, relative to their age.

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PSHE Co-ordinator: Mrs Ann Pye



Approved by Curriculum Committee

Meeting Date 11 May 2016