



# CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION

## Personal Social Health and Economic Well-being POLICY

**Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.**

### Introduction

In our Federation, the Personal Social Health and Economic Well-being (PSHE) programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the Every Child Matters agenda and provides a context for school to fulfill our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the Equalities schemes, “Sex and Relationships” and “Drugs and Substance Abuse” Policies for further details of how we meet this responsibility. PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

### Aims

PSHE education in our Federation aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy



- lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
  - to encourage a caring attitude towards and responsibility for the environment;
  - to help our pupils understand and manage their feelings;
  - to understand how society works and the rights and responsibilities involved.

## Content

### Early Years Foundation Stage

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.

### KS1 and KS2

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

### Planning

We are using PSHE Association materials to structure our PSHE curriculum and ensure coverage of a wide range of objectives. Class teachers plan for PSHE in accordance with the PSHE curriculum. These may be discreet lessons or form part of other lessons such as RE or Science.

Teachers acknowledge the importance of personalised learning and the need to plan for the range of levels of understanding within a class.

### Implementation

PSHE will be mostly be delivered by the class teacher. Visiting professionals may provide talks/workshops to pupils. PSHE values may be also introduced in and explored within both whole school and Class assemblies.

In addition to this, PSHE is delivered through a range of whole school and intra-school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.



### Assessment

In our Federation, teachers integrate effective Assessment for Learning strategies in all areas of the curriculum. In PSHE, this may involve:

- assessing all children’s starting point during the first lesson on a value;
- planning learning which builds on children’s prior knowledge and shows progression in PSHE learning, not Literacy learning;
- implementing assessment-based planning so that lessons consistently meet children’s needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- completing end of unit assessments, either as a whole class, in groups, with a peer or individually;

### Equal Opportunities

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background.

Knowledge, skills and understanding are taught in ways that suit pupils’ current attainment, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils’ diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: 2016

Date for review: