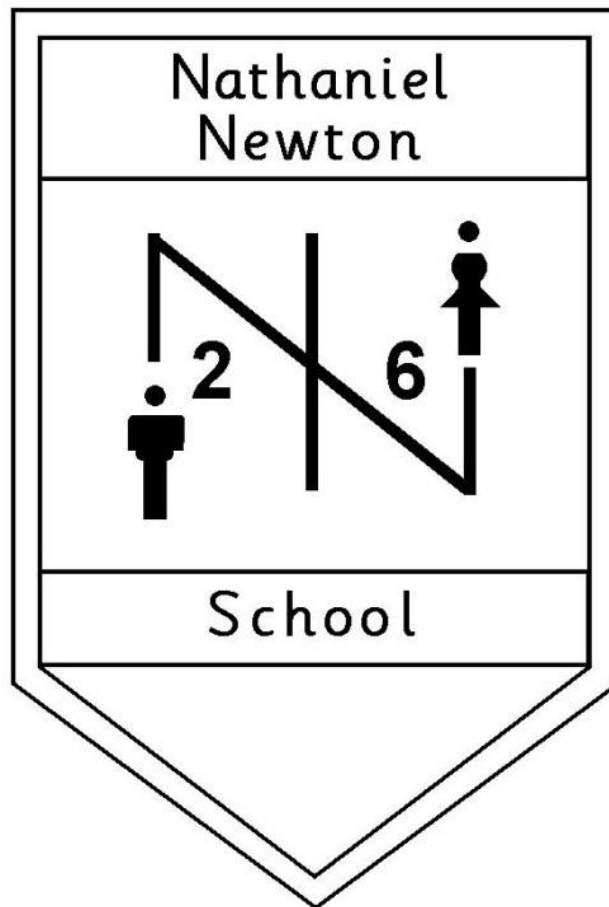


Nathaniel Newton Infant School



Personal, Social Health and Education Policy

Introduction - why we need a PSHE Education Policy

PSHE is a vital element within the curriculum, because it supports children in acquiring the knowledge, understanding and skills to help them now and in the future. Furthermore, PSHE helps children to develop the positive qualities and attributes they need in order to enable them to make safe and well informed decisions, tackle challenges in an effective manner and thrive as healthy, active, responsible, independent and confident individuals who can make a positive contribution to not only school but also to the society in which they currently live in. Taken from the PSHE Association (2015) “PSHE education is the school subject which prepares them for life and work in this changing world, helping to keep pupils safe, healthy and boosting their life chances.”

The work we do in Personal, Social, Health and Education SHE links directly to the PATHS (Promoting Alternative Thinking Strategies) programme, the Taking Care programme and the Spring Fever programme.

Development and dissemination

Name of PSHE co-ordinator: Miss Lauren McGrath

This policy has been amended to suit our school following consultation with staff, governors, pupils and parents. This process was led by the PSHE Education Co-ordinator. The policy will be shared with all interested parties both in the school and in the wider community and applies to all. All staff members and Governors receive a copy of the PSHE Education policy. Hard copies are available from the school office on request from parents.

Aims

The aims of the PSHE curriculum at Nathaniel Newton Infant School are to enable children to:

- Gain accurate and relevant knowledge to enable them to develop their own personal understanding
- to be able to explore, clarify and if necessary challenge, their own and others values, attitudes, beliefs, rights and responsibilities.

- Manage their feelings and emotions in different situations, make decisions and have opportunities to consider issues which may affect their own lives and/or the lives of others.
- take responsibility for their own behaviour and realise their actions have consequences
- develop spiritually, morally, socially and culturally
- develop self-confidence and self-responsibility
- value themselves and others
- acknowledge and appreciate difference and diversity;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle; including how to stay safe when using the internet and emerging technologies
- develop the ability to form good relationships; have opportunities to consider issues which may affect their own lives and/or the lives of others.

Relationship to other policies

The PSHE policy provides a framework for all PSHE related policies in school, including:

- Anti-Bulling
- Online Safety
- Computing
- Drug Education and the management of incidents in school
- Confidentiality
- Safe-guarding / Child Protection
- Behaviour
- Paths Programme
- Inclusion

These policies should be read in conjunction with this PSHE Education policy statement.

Objectives

In order to achieve our aims we will:

- have a strong school leadership team that puts a high value on the role PSHE Education plays in our school's development and well being.
- have a whole school approach to PSHE Education, that recognises the importance of pupils receiving consistent messages about key aspects of health and wellbeing.
- have a planned and balanced delivery of PSHE Education that is well resourced .
- assess, record and report on pupils' achievements.
- develop and encourage partnerships with parents, carers and our local community .
- encourage staff professional development, health and welfare.
- work with pupil support services to bring additional expertise to the curriculum and enable swift and easy referral where pupils need further support.

The PSHE Education curriculum

PSHE Education is central to achieving the aims of the national curriculum which offers a (currently) non-statutory framework for PSHE.

The PSHE Framework is delivered through four strands:

Pupils should:

- Develop confidence and responsibility and make the most of their ability
- Prepare to play an active role as citizens
- Develop a healthy, safer lifestyle
- Develop good relationships and respect differences between people.

The delivery of the PSHE curriculum within school, is heavily based on the PATHS programme. Taken from the PATHS website itself, it is a school-based social and emotional learning (SEL) curriculum that aims to help children in primary school manage their behaviour, understand their emotions, and work well with others. PATHS consists of a series of lessons that cover topics such as identifying and labelling feelings, controlling impulses, reducing stress, and understanding other people's perspectives.

The **PATHS** program covers these five domains of social and emotional development:

- self-control
- emotional understanding
- positive self-esteem
- relationships
- interpersonal problem-solving skills

As well as the PATHS program, we teach about protective behaviours to all children through the scheme entitled 'Taking Care.' Protective Behaviours (PB's) is a safety awareness and resilience building program which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe.

During the Autumn term, a week is blocked out so that the Taking Care program can be taught. The program aims to give children age appropriate strategies for talking about their feelings and in particular their own personal safety and wellbeing.

In discreet sessions children are taught numerous concepts to develop their ability and understanding, in terms of keeping themselves safe, such as learning to identify physical changes within their body which they could potentially experience if they are involved in a situation which they do not feel safe or comfortable, i.e. sweaty palms and butterflies in their tummy. Children are also taught to create a support network of people who they can talk to and can help them during these times.

To continue promoting the children's understanding of protective behaviours, during the spring term another week is blocked out to reiterate this concept through another scheme called Spring Fever. This scheme focuses predominately on the sexual development which children will experience throughout their life. It offers an age appropriate method of acquiring the knowledge, attitudes and skills needed. As a result, children are better prepared for any subsequent sexual contacts in later life. They also have a better understanding of relationships and sexual health.

In line with Spring Fever children learn the names and about the parts of the body and what is appropriate and inappropriate touching. The children also develop a secure understanding about their right to say no about

anything which they do not feel at all comfortable with. Through the Spring Fever programme children will be given diaries about what is discussed each lesson, with starting points for further discussion at home recommended.

Approaches to teaching and learning

In Key Stage 1 we use the PATHS guidance consisting of 2 lessons a week to teach PSHE. We teach these lessons discreetly. The Taking Care Programme and Spring Fever programme will be covered in PSHE lessons annually.

Everyone learns in different ways and has different learning styles, but all learn best when we feel safe and affirmed, motivated and actively involved. The school promotes the use of a range of teaching and learning styles such as:

- Group work - a key opportunity to practice social development
- Active learning - doing, reflecting, learning and applying
- Working independently - reflecting on personal needs and goals
- Activity days during which the whole school timetable is centred round a topic, such as green awareness or healthy lifestyle

In addition PSHE is embedded into through the children's everyday school life such as:

- Childrens' work being celebrated through being on display and also through our Pupil of the Week assemblies.
- Encouraging children to implement positive behaviour strategies and demonstrate respect for both themselves and others, which coincides with our Behaviour policy.
- Implementation of Pupil of the day, which promotes the children's self worth and can through the compliments element, help children form relationships with their peers.
- We use circle time to promote children's social skills of communicating and listening to one another. Also we use this approach to discuss issues which occur within society, such as

bullying, safety and playground disputes

- The PATHS programme provides children with strategies which they embed to develop their self control and discipline as well as their self confidence and awareness.

The school council gives an opportunity for pupils to have their voices heard by contributing and discussing their ideas and viewpoints concerning school issues.

We also develop PSHE through activities and whole-school events such as Road Safety, Remembrance Day, Red Nose Day, Children in Need, Sports Relief and Fire Safety.

Cross Curricular Links

Computing and Online Safety

Teachers will use their judgement about when ICT tools should be used to enhance children's learning alongside this curriculum policy.

In line with our Computing and Online Safety Policy we will raise awareness of children and adults to the risks associated with use of online technologies and electronic communications and how they can protect themselves. This protective behaviour will be integrated into the PSHE curriculum.

The internet is an essential element in today's society for education, business and social interaction. The school will provide students with quality filtered internet access as part of their learning experience. The Online Safety Policy will work alongside and cross reference with the behaviour and safeguarding policy as well as the PSHE policy.

Assessment, recording and reporting

Assessment within PSHE Education consists of both summative and formative assessment.

The three types of assessment we plan into PSHE Education are:

Pupil self - assessment

Peer group assessment:

Teacher assessment

Monitoring, evaluation and review of the curriculum

Following OFSTED recommendations (2002), the monitoring and evaluation of PS HE Education is carried out thoroughly using a range of evidence. Pupils' learning and progress is recorded to ensure they receive their full entitlement to education.

The PSHE Education curriculum and its delivery are monitored by the PSHE Education Co-ordinator with the support of the Science Co-ordinator using the following methods:

Lesson observations and feedback to teachers

Looking at samples of pupils' work

Teachers making regular comments on the scheme of work/lesson plans

Monitoring curriculum plans, with feedback to teachers

Feedback from curriculum co-ordinators, heads of year, class teachers and pupils about what has been covered

PSHE/RSE/Drug Education as a regular agenda item at staff meetings.

PSHE/RSE/Drug Education as a regular agenda item at governor curriculum meetings

Approaches to evaluation include:

Participatory activities at the end of lessons or units of work

Data analysis from questionnaires given to both teachers and pupils at the beginning of the PATHS scheme and at the end of it.

Feedback from pupils and teachers about particular aspects of the PSHE curriculum, e.g. external contributors, theatre- in-education.

Comparison with the baseline of pupils' existing knowledge, understanding and skills.

Through this approach training needs are identified to ensure the programme remains relevant to the needs of the pupils.

Management of the policy

This policy will be reviewed every 2 years. The review will be led by the PSHE Education Co-ordinator and supported by governors and the senior leadership team. The effectiveness of the policy will be assessed against the extent to which there is evidence that the aims and objectives have been achieved.

Date of Policy: 1st November 2009
Reviewed on: 17th February 2017
Date of next review: 17th February 2019
Review to involve: PSHE coordinator and head teacher

Relevance to other school requirements/targets:

The PSHE Education Policy provides the framework for other policies such as Relationships and sex education and Drug Education.

Signature (Chair of Governors):

Signature (Head Teacher):

Date: April 2017