



# Personal, Social & Health Education Policy

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## **POLICY FOR PERSONAL, SOCIAL and HEALTH EDUCATION**

Personal and Social Education is central to the educational entitlement of all children at Winsor Primary School, and, as a cross-curricular dimension, permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably, PE, Science, RE and a number of the cross-curricular themes. It is an integral part of the whole curriculum, as well as a separate subject.

This policy was produced by the PSHE Coordinator in consultation with the Senior Leadership Team and the Governing Body.

Parents will be able to access this policy, as well as other related policies, online through the school's website.

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values. All contribute to the personal and social development of children in school.

Through a variety of learning experiences Winsor Primary School helps each child:

- To think and act for him/her self;
- Acquire personal qualities and values;
- Take his/her place in a wide range of roles in preparation for adult life;
- Develop confidence/independence;
- Value and respect him/her self and value others;
- To know him/her self better and think well of him/her self;
- To develop social skills;
- Value and respect belongings/living things/environment;
- Be able to share/cooperate;

We will create a safe and supportive learning environment by ensuring that all staff are sufficiently trained to deliver appropriate lessons. This will be done through outside courses and in-school INSET trainings. Staff and students will understand clear ground rules and appropriate behaviour. Staff are also aware of what to do if a PSHE lesson leads to a child being identified as 'at risk' (see Safeguarding Policy).

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by providing all children with opportunities to participate. However, parents may choose to remove their children from non-statutory elements of SRE. Teaching and curriculum content will take into account the ability, age-readiness and culture backgrounds of our young people and those with English as a second language to ensure that all can fully access PSH education. We

promote social learning and expect our pupils to show a high regard for the needs of others.

The programme will be taught and supported through a range of methods including:

- P4C style lessons involving inquiry and debating key questions and big-ideas (student-led inquiries designed to address specific needs of learners)
- SRE and Drug Education-focused lessons
- PSHE themes embedded into a certain number of morning assemblies
- Cross-curricular work done in other subjects (*i.e. A project on 'Ourselves' could include work in Science, RE, English or History while a topic in Science on 'Healthy Bodies' could focus on food and diet, exercise, smoking or drug or solvent abuse*)
- A classroom climate which encourages all children to explore, and encourages a high level of interest.
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits
- Individual, peer group, collaborative group work
- Involvement in a range of problem solving activities
- Positive self-assessment

By building positive working relationships between children and staff all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

We will assess pupils learning through an on-going process of question and reflection on children's learning and future needs. Annotated lesson plans will be used to help teachers reflect on lesson aims, children's progress and future aims. Children will also be consulted during pupil-voice interviews designed to assess the effectiveness of the curriculum and what still needs to be altered.

We will ensure that pupils with special educational needs receive access to PSHE education through differentiated lessons and, when appropriate, additional input to address specific need (*i.e. personalised learning journey stories 'My Hugging Story'*).

For information relating to SRE and Drugs/Alcohol Education please see the relevant policies.