

# MILFORD PRIMARY SCHOOL

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY



<b>Date</b>	<b>Changes made</b>
Jan 13	2.2
Jan 14	References to PSHCE changed to PSHE, 6.1

### ***Vision Statement***

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

### **January 2014**

# Milford Primary School

## Personal, Social and Health Education (PSHE) Policy

Milford Primary School is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment. Personal, Social and Health Education (PSHE) is at the heart of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

### 1. Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined and responsible members of society;
- 1.4. be positive and active members of a democratic society;
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle;
- 1.7. be aware of safety issues and manage risk in their own lives.

### 2. Curriculum organisation

- 2.1 As part of the Creative Curriculum, every class spends between 30 minutes to one hour a week covering PSHE learning objectives and Circle Time. The amount of time depends on the needs of the class and the topics being covered. Content is supported by a range of learning resources including S.E.A.L., "I Know, I Am, I Can", QCA Units of Study.
- 2.2 PSHE is also addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue. Teaching Assistants are actively involved in supporting learning and Behavioural Support Services may support individual children with particular needs.
- 2.3 Adult and pupil led assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. A weekly "Well Done" Assembly highlights both class and individual successes within the school community.

### **3. Teaching and learning strategies**

- 3.1 A range of teaching and learning strategies is used in accordance with the school's Teaching and Learning Policy.
- 3.2 All teachers endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 3.3 Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school e.g. Y6 visit Pre-School once a week to help younger children in play activities and they run a morning "Wake and Shake" aerobic session before school every day.

### **4. Resources**

- 4.1 A wide range of resources support the teaching and learning of PSHE. This will include: Schemes of work e.g. LCP and S.E.A.L.; ICT (websites such as "Oxfam's Cool Planet" and "Unicef"); visitors e.g. local councillors, police, HPS staff; books and DVDs and visits linked to curricular content.

### **5. Equal Opportunities**

- 5.1 All children have an entitlement to access the PSHE curriculum. All children have access to appropriate resources within the school. These reflect a multi-cultural society, without stereotyping or discrimination. All children are given the opportunity to participate in all activities regardless of gender, race or ability.

### **6. Community links**

- 6.1 Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our website, newsletters and class meetings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community including groups and organisations such as Milford House, Milford Baptist Chapel, the Milford and Makeney Community Group, the Archery Club, Holy Trinity Church, Derby County Football Club and Pre-School.

### **7. Assessment, reporting and recording**

- 7.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information is then used to inform future planning.
- 7.2 Teachers assess children's progress in PSHE:
  - by making informal judgements as they observe them during lessons and at other times around school and considering the outcomes of peer and self assessment exercises;
  - by making formal assessments of their work and performance, measured against the specific learning objectives;
  - by keeping a record of individual pupil's achievements and contributions throughout school life in their PSHE Folders.

7.3 Assessment information is relayed to parents via end of year reports and during consultation evenings.

## **8. Subject review and monitoring**

8.1 The PSHE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. The results of subject leader monitoring are then used to inform school improvement by feeding into the School Development Plan

## **9. Links with other policies**

9.1 This policy links particularly to the following policies: Confidentiality, Sex and Relationships Education, Drug Education, Safeguarding and Child Protection, Behaviour, Anti-bullying and Food.

Date: **22nd January 2014**

Signed (Chair of Governors): **G. Taylor**

Review: **Spring 2017**