

CHILTERN PRIMARY SCHOOL



PHSE POLICY

***This policy should be read and used in conjunction other safeguarding policies such as – Child Protection; Computing; E-Safety; Prevent; Anti-Bullying; Whistle-Blowing; Restraint; Behaviour and Relationships; Racism; Complaints; Equality; Inclusion & Allegations of Abuse.**

SCHOOL CONTEXT

Chiltern Primary School is situated in Duston, a suburban area of Northampton and has approximately 380 pupils on roll with an age range of 4-11. The pupils come from a range of social backgrounds, of which there is growing ethnic minority population. There are 68 staff members working at the school. Within the school there is 14.06% of pupils with Special Educational Needs and 12% of the pupils are receiving free school meals.

DEFINITION

Personal, Social and Health Education

"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programs have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged." (ref: PSHE Association. Curriculum Guidance. 2016)

RATIONALE

At Chiltern we believe that PSHE is important for pupils to learn about themselves as developing individuals and as members of the local community. They are encouraged to develop a sense of responsibility towards themselves and others and to make the most of their own ability.

AIMS AND OBJECTIVES

At Chiltern, we aim to:

- To give pupils the knowledge of staying as healthy as possible;
- To develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- To understand how to keep themselves and others safe;
- To sustain worthwhile and fulfilling relationships;
- To encourage pupils to value themselves and respect others;
- To acknowledge and appreciate similarity and diversity;
- To develop independence and responsibility;
- To contribute to their school and local community;
- To encourage a caring attitude towards the school environment.

ORGANISATION

At Chiltern, PSHE programmes are tailored to the age and the physical and emotional maturity of the pupils.

In order to achieve the aims outlined above, a flexible approach is adapted throughout the different year groups and the teaching of PSHE.

In the Foundation stage, pupils are taught PSHE once a week linking to the current values of the school. This is encouraged through "Personal, Social and Emotional Development" (Development Matters).

KS1 are taught PSHE once a week. They focus on the values of the school and follow the SEAL (Social and Emotional Aspects of Learning) planning.

KS2 are taught PSHE once a week. They also focus on the weekly values of the school during the whole school, Key Stage and class assemblies.

LEGAL REQUIREMENTS

All schools must teach PSHE as part of the National Curriculum.

Foundation Stage:

Pupils learn about making relationships, self-confidence and self-awareness and managing feelings and behaviour. The pupils learn to play co-operatively, taking turns with others. They show sensitivity to others needs and feeling. Pupils develop skills to form positive relationships with both peers and adults. Pupils learn how to talk about themselves and say why they don't like some activities. Pupils talk about how they and others show feelings, talk about their own and others behaviours and its consequences. (ref: Development Matters. Department for Education. 2012)

Key Stage 1:

Pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the Early Learning Goals. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They will begin to take an active part in the life of their school and its neighbourhood. (ref: The National Curriculum framework for PSHE. 2017)

Key Stage 2:

During Key Stage 2, pupils will learn about themselves growing and changing individuals with their own experiences and ideas, and as member of their communities. They become more mature, independent and self-confident. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from our school. Pupils will develop their sense of social justice and moral responsibility. (ref: The National Curriculum framework for PSHE. 2017)

There are whole school opportunities for PSHE throughout the year. This includes participating in school assemblies, visiting theatres, visiting the

guildhall, a variety of school trips, before and after school clubs, involvement with outside agencies and celebration events such as Christmas, Easter and Harvest. The school also raises money for a range of charities.

THE SCHOOL ENVIRONMENT

The physical environment, both inside and outside of the building is attractive, stimulating and well cared for. Pupils feel safe within this environment and are actively involved in the decision making, organisation and responsibility of caring for the environment. There is also a school council team who are involved in making sure of the upkeep of the environment.

Every week, there is a whole school assembly which introduces the value of the week. Each class will look at and talk about this value. Classes will develop work alongside these values and are on display on a communal board.

ASSESSMENT, RECORDING AND REPORTING

Teacher's plan and evaluate PSHE sessions weekly and comment on any improvements required, areas which worked well and how to support children further. Parents are informed of the progress pupils make at parent consultations throughout the year as well as on their child's end of year report.

Pupil's achievements are recognised by awarding smiles for anything worthy or kind they do within the school day. Pupils will then receive, Bronze, Silver, Gold, Platinum and Diamond awards depending on how many smiles they achieve.

These are presented and rewarded regularly during assembly times.

Well done cards are given to a selection of pupils every half term. The teacher will choose a handful of children who have shown kindness, improvement and commitment to their school life and learning. These well done cards are presented in assembly and then sent home to the parents.

EQUAL OPPORTUNITIES AND INCLUSION

All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Appropriate activities will be differentiated to facilitate this.

LINKS TO OTHER POLICIES

This policy links to:

- Sex and Relationship Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour & Relationships Policy
- E-Safety & Computing Policy
- Prevent Policy
- Whistle - Blowing Policy
- Racism Policy
- Complaints Policy
- Equality Policy
- Inclusion Policy
- Allegations of Abuse
- Restraint

MONITORING AND REVIEWING

The PSHE co-ordinator, Governors and Head Teacher are responsible for:

- Supporting staff in the delivery of the PSHE Policy.
- Monitoring that we meet our objectives as detailed in this policy.
- Monitoring progress so the aims and objectives in the policy are met.
- Gathering feedback from the School Council about their views of the policy and teaching of PSHE.
- Gathering feedback from parents and carers about their views of the policy and teaching of PSHE.

The Governors monitor and check that the school policy is upheld.

DATE OF POLICY: May 2017

REVIEW DATE: May 2019