

Personal, Social and Health Education Policy

The importance of PSHE

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. (Curriculum 2013)

The development of PSHE in our school can have a direct impact on attainment and can contribute to school improvement. It aims to benefit all pupils by;

- Developing their personal skills
- Helping them learn more about themselves
- Helping them learn to play an effective part in the class or group
- Developing their understanding about the members of the class group and how the group functions

The National Curriculum has two clearly stated aims:

1. The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
2. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These aims clearly extend beyond the acquisition of knowledge, skills and understanding in subject areas. Both of the aims refer to the learning environment and ethos in the school and in the classroom. By ensuring that we are teaching PSHE we will be meeting these aims.

Pupils need to feel good about themselves, they need to feel valued and to support one another and they need to work in a positive learning environment where success is

recognised and rewarded. All pupils need to be treated as individuals with potential and talent to be developed. All of these aspects of learning form part of the PSHE framework for Foundation Stage, KS1 and KS2.

Effective teaching of PSHE across the curriculum is essential to the effectiveness of an inclusive education. When planning for PSHE we need to be conscious of the fact we are promoting inclusion. The PSHE guidelines can also help in redressing the balance between content and process. The guidance indicates recognition of the importance of self-esteem, pupils feeling good about themselves, recognising their own strengths and being able to motivate themselves and others.

How children are learning about PSHE

Aspects of the framework are addressed through;

- Values-based Education (see Appendix I)
- Dimensions Curriculum (KS1 and KS2)
- Circle times
- Assemblies
- Lambeth Healthy Kids schemes of work – Sex and Relationships Education and Drugs, Alcohol and Tobacco Education.
- Other subjects
- Off-timetable events and specialist days/weeks such as Walk to School Week, Science/Arts Week, environmental projects, residential visits, school trips.
- Travel awareness initiatives (School Travel Plan)
- The children's active participation in the life of the school through School Council, links with other schools, school website, involvement in community initiatives – charitable organisations, fairs, functions such as International Evening and other social events.
- After school clubs and activities.

Record keeping and assessment

Assessment is an essential part of the learning process. Teachers will assess children in order to:

- Identify the needs of individual children
- Recognise achievement

Various forms of record keeping will be used in line with the whole school policy. Samples of children's work may include:

- Quotes
- Observations
- Written accounts
- Drawings
- Mind maps
- Needs assessments

For reference purposes, each class teacher will keep a class book with evidence of children's work.

Resources

There is a wide range of books in the Library. There are teaching resources, leaflets, and other information in the photocopying room. Classrooms have their own class packs on Sex and Relationship Education and Drug, Alcohol and Tobacco Education. For any other resources, please see PSHE co-ordinator.

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Appendix I

Value-based Education

Streatham Wells has six core values:

- Pioneering
- Respect
- Excellence
- Resilience
- Courage
- Happiness

Each value is the focus for PSHE each half term.

Fundamental British values are taught alongside other values and are the focus for assemblies at specific points during the year i.e. election of the school council.

According to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

The benefits of Values-based Education

Values-based Education creates a school climate for teaching and learning that fosters the development of academic standards.

- It develops the qualities that are predispositions for learning.
- It fosters a school ethos that emphasises quality holistic education and high personal moral and academic standards.
- It fosters the development of thinking skills, language and discursive skills.
- It creates a calm and purposeful environment in which everyone feels valued.
- It enables everyone to feel valued in a culture of care and support.

- It helps pupils to understand themselves, through an awareness of their inner selves, so that they grow to be self-disciplined, having the ability to observe and determine their own positive behaviour.
- It creates personal and school harmony by introducing a moral vocabulary through the explicit and regular consideration of value words such as peace, co-operation, care and respect which is learned hearing, reading, reflecting on, writing about, discussing and practising.
- It supports the development of good quality relationship between all who work in the school.
- It helps pupils to be in touch with their inner world of thoughts, feelings and emotions.
- It encourages pupils to develop their positive dispositions and to choose their attitudes.
- It promotes self-knowledge and thinking skills (of adults and pupils) through reflective silent sitting in assemblies and lesson time.
- It encourages the skill of active listening.
- It develops emotional intelligence: by talking about their feelings, pupils learn to express themselves more clearly, to control their behaviour and empathise with others.
- It gains the positive support of parents and the community.