



# Langley Mill C of E (Controlled) Infant School and Nursery

## PSHE POLICY

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Rebecca Crathorne	July 2006			September 2008
Fiona Sturzaker	January 2009			January 2010
Fiona Sturzaker	January 2010			January 2012
Leanne Gordon	September 2012	03/10/2012	GB/2012/70	September 2014
Karen Scrivens	February 2015			September 2016
Rebecca Steeples & Leanne Gordon	September 2016	TLC 16/11/2016	TLC/2016/32	September 2017
Leanne Gordon	September 17			September 18

## LANGLEY MILL CE (CONTROLLED) INFANT SCHOOL & NURSERY

### PSHE POLICY

The development of the whole child is a priority at Langley Mill CE (Controlled) Infant School and Nursery. Pupils' personal and social development is of equal importance as academic achievement. Therefore, PSHE is a planned, developmental programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our PSHE programme equips the pupils with knowledge, understanding and skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. It supports them in positive learning and provides opportunities for them to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE contributes to personal development by helping pupils build their confidence, resilience, and self-esteem to identify and manage risk, make informed choices and understand things that influence their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for the future better enjoy and manage their lives.

### **AIMS**

The overarching aim for PSHE is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

### **Requirements**

The foundation stage curriculum for personal, social and emotional development comprises of three areas:

1. Making Relationships
2. Self and Self Awareness
3. Managing feelings and behaviour

In Key Stage One, PSHE is a non-statutory subject. However, it is expected to be taught in a way that meets the pupils needs. PSHE should equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It should build on statutory content outlined in the NC for Drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. In KS1, staff teach PSHE through a variety of topics which fit in with the Cornerstones curriculum such as feeling positive, aspirations and goal setting and caring for others. Staff also implement many national initiatives into the curriculum such as Anti bullying week, Safer internet day, bucket fillers, healthy eating week and IDAHO.

### **How we teach PSHE/Classroom organisation**

Langley Mill CE (Controlled) Infant School & Nursery aims to provide a supportive, relaxed, safe environment in which to promote all aspects of PSHE. Class teachers are responsible for the delivery of PSHE within their weekly timetable. Special day's and themes e.g. IDAHOBIT. Healthy Eating Week, national ACES day, Anti-bullying week, safer internet day, etc. are discussed and planned as a whole staff during staff meetings when appropriate. All class teachers adopt an inclusive approach to teaching and learning strategies using visual, auditory and kinaesthetic styles to accommodate different learning styles. Styles include active learning, enquiry and discussion.

PSHE is taught through a combination of:

- Appropriate topics identified in the Cornerstones Curriculum e.g. Do you want to be friends?
- Timetabled lessons e.g. R-Time, Circle Time, Collective Worship, P.E, Science
- Cross curricular links with Science, R.E, P.E, Literacy where appropriate
- Through special days, events and themed weeks e.g. E-Safety, Healthy Eating Week, Anti-Bullying Week, IDAHO. Through these opportunities pupils learn how to live healthy, safe, prosperous, responsible balanced lives in a realistic and relevant way that they can relate to and use in their own circumstances.

### **Links with other curriculum areas**

**English:** Skills in enquiry, communication; stories that illustrate aspects of PSHE development

**Maths:** Counting, sharing and handling money

**Science:** Drugs, medicine, healthy lifestyles, SRE, The body, Safety, The environment

**D&T:** Healthy eating, Health and safety

**Computing:** E-Safety, communication in a modern world

**History:** Decision making, heritage and culture

**Geography:** Cultural differences, local and world environmental issues

**Art and Design:** Culture, opinion and reflection

**Music:** Cultural diversity, relaxation making the most of special talents

**P.E:** Healthy choices, the importance of being active, team work, body parts, health and safety, making the most of special abilities, inclusion.

**R.E:** Respect for others cultural and Religious differences, Values, Morals, Responsibilities, Relationships.

Non - Curricular opportunities for promoting PSHE education include:

- Class councils
- Extracurricular events e.g. trips and visitors
- Promotion of the school ethos by staff
- The School Community, involvement of parents in school life, Parent participation days and events, Home school agreement
- Involvement of outside agencies e.g. school nurse, Health Visitor, Police etc.
- PSHE and Inclusion

### **SEN and PSHE**

In addition, for pupils with SEN, PSHE can enable them to:

- Make choices and decisions
- Develop a degree of autonomy by having a degree of responsibility in their lives.
- Make a difference or make changes by their individual or collective actions
- Find out that there are different viewpoints which lead to a respect for the opinion of others.

When planning PSHE staff ensure that activities are inclusive and accessible to all pupils inclusive of those with SEN matching and challenging pupil's abilities. Pupils with SEN who have particular social and emotional difficulties may have specific targets relating to PSHE in their IEP/MEP.

### **Staffing/Resources**

One member of staff has the responsibility of PSHE co-ordinator. They attend meetings/training opportunities to keep up to date with the latest guidelines.

The co-ordinator is responsible for the budgeting of PSHE. Resources are purchased and kept centrally and within each year group. Staff are informed about the whereabouts of resources.

### **Assessment, recording and reporting**

#### **EYFS**

Foundation stage pupils are assessed against Development Matters grids in each aspect of PSED. Observations are made using Eazmag electronic learning journal of individual pupils which support grid assessments. Observations made are also used to inform future planning of PSHE. Observations are discussed with parents at Parent Share Day and reported on in progress reports and end of year reports.

#### **KS1**

Observations are made to support assessments. Teachers use detailed observations to inform future planning and termly assessments. Teachers discuss their Teacher judgements of the pupil's ability in PSHE with parents at Parent Share Days and write a written comment in progress reports and end of year reports.

### **Achievements**

Pupil's achievements are celebrated in different ways i.e. through collective worship, displays, work samples, curriculum enrichment files. Children are rewarded with weekly treats on a Friday afternoon chosen as a class, certificates, lunchtime rewards, stamp charts etc.