



PSHE Policy

March 2018

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Buryfields Infant School PSHE Policy

Vision and Values

Buryfields Infant School...where children will develop a lifelong love of learning through an exciting and enjoyable curriculum.

We firmly believe that every child deserves the very best start in life and have high aspirations for all.

Our values are expressed through our school motto which is “Excellence, Respect, Achievement”.

Aims

In support of our vision and values we aim:

- To challenge and motivate each and every child
- To ensure that the needs of every child are met appropriately
- To continue to raise standards and achievement levels

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Through our curriculum, we aim to develop our children's skills and positive attitudes to learning so that we prepare them well for the opportunities, responsibilities and challenges of later life.

Objectives

The PSHE curriculum will support the development of the skills, attitudes and values which enable pupils to:

- Appreciate their part in keeping themselves and the school healthy
- Develop the skills they need to recognise and stay safe from abuse
- Recognise unsafe practices and to have high regard for their own safety and that of others
- Develop their self-awareness and self-esteem in terms of their own special skills, attributes and goals
- Understand the various factors which contribute to their health and safety (including the role of drugs as medicines and their abuse)
- Learn about personal safety (physical and emotional, including internet safety)
- Explore through story and discussion a range of human emotions

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- Explore the roles of various members of the family and other members of the community
 - Respect family units which differ from their own
 - Respect people from differing cultures and those who practice religions different from their own
 - Be active citizens in the local community.

Teaching and Learning / Organisation / Planning

Each half-term is broadly dedicated to a specific theme and may be linked to other areas of the curriculum. Within each half term, specific knowledge and skills are taught. Due to the mixed class arrangements, there is a two year programme in place; important topics such as internet safety and keeping safe are covered every year. In a mixed Year R and Year 1 class, the children are split for PSHE.

The children are introduced to the United Nations Convention on the Rights of the Child in the Early Years and its most pertinent articles to our children; this is also revisited in Years 1 and 2.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe that ‘a healthy body means a healthy mind’ and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising a walk to school week, a sports day and a fun run
- Offering a range of after-school clubs, such as dance, football, multi-skills, athletics, rugby, yoga
- Providing fresh fruit daily and free milk for children under five
- A no sweets policy – in lunchboxes or for birthdays
- Providing an exciting range of play equipment at lunch and morning play times; our LTSAs also encourage the playing of structured games such as ‘In and Out the Dusty Bluebells’, parachute games and large construction projects (e.g. using the Poddely equipment)
- Using physical activity in the classroom such as yoga or Writedance in the school hall.

Links to Other Curriculum Areas

Where relevant, PSHE is linked to all other subject areas. On the weekly English and maths planning in KS1, teachers plan for SMSC, Healthy Schools and HOM (Habits of Mind) opportunities.

PSHE is planned half termly and is discretely taught in each class. It is also taught through cross-curricular opportunities, for example SRE and Drug Education within science, e-safety within computing, healthy living within PE and healthy eating within DT.

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in the Early Years Outcomes) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and weekly evaluations, or photographs/videos.

In Key Stage 1, class teachers gather evidence of what individual pupils know, understand and can do in PSHE by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce. At the end of each half term, an assessment of learning outcomes is recorded, identifying which children need further reinforcement or extension and what this should consist of.

All teachers report annually to parents on how well the pupil has achieved, what he or she does well and, where appropriate, what is needed to develop their understanding further.

Monitoring and Review

The headteacher, deputy headteacher/inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.

The PSHE co-ordinator will:

- Support teachers by providing a planning overview, monitoring existing planning, giving opportunities for them to observe PSHE being taught and giving feedback.
- Monitor pupil progress through pupil conferencing.
- Audit resources.
- Work co-operatively with the SENDCo.
- Discuss the implementation of the policy with the head teacher and governors.

This policy should be read in conjunction with the following policies:

- ***Sex, Relationship and Drug Education***
- ***SMSC***
- ***Safeguarding and Child Protection***
- ***Physical Education***
- ***E-safety***
- ***Administration of Medicines***
- ***Equality***
- ***Behaviour***
- ***Curriculum***
- ***Teaching, Learning and Assessment***

Lauren English
March 2018
