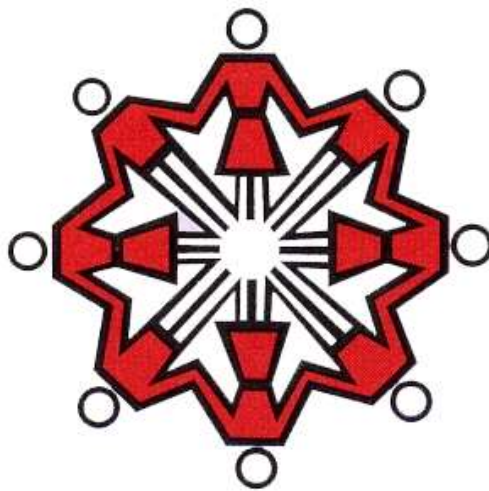


ST BENEDICT'S INFANT SCHOOL



Personal, Social and Health Education (PSHE) Policy



St Benedict's Infant School **Personal, Social and Health Education (PSHE) Policy**

- Successful Learners: who enjoy learning, making progress and achieve
- Responsible Citizens: who are self-assured and socially aware – who have pride in their own history and heritage and respect for that of others
- Confident Individuals: who are able to live safe, healthy and fulfilling lives.

Rationale:

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so; we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims and objectives:

The aims of personal, social and health education are to enable children to:

- have respect for others;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- identify the needs and wants of ourselves and others;
- recognise what is fair and unfair;
- be independent and responsible members of the school community;
- understand what makes good relationships with others;
- to talk, give opinions and ask questions about issues that affect themselves and their community;

Teaching and learning style:

We use a range of teaching and learning styles:

- We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities.
- We encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We organise classes so that pupils participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. At the beginning of the school year, teaching staff and children democratically agree on codes of behaviour that they expect for the school environment they work within. The school has a consistent approach through our 'Show Me 5' programme. Children are asked to show good manners, good listening, good sitting, good looking and good thinking.
- We regularly organise trips and visits (Eco Park) to develop their knowledge of PSHE.
- We run a range of after school clubs to enable children the opportunity to belong to a range of wider social groups. We use after school clubs to meet children's needs and special abilities, their self-esteem and to develop good relationships with others.

- We offer children the opportunity to hear visiting speakers (often during Health Week and road safety week) such as health workers, police officers and representatives from the local community. The professionals whom we invite into school talk about their role in society and role model a positive and supportive local community and enhance children's knowledge of the wider community.

PSHE curriculum planning:

- We teach PSHE in a variety of ways. We feel that preparing children for the demands of the real world are very important and have use the PaTHs programme which builds upon the same recurring themes each year. Each year group will work upon the same theme to create a whole school approach; whilst each year studied the themes at age and ability appropriate levels.
- We use Circle Time as a device to address any issues which have arisen in classes or for specific groups, such as friendship conflicts.
- As there is a large overlap between the programme of study for religious education and the aims of PSHE, we teach some PSHE through some RE units. For example, Year Two investigate charity work under the disposition of being regardful of suffering.
- We also develop PSHE through activities and whole school events. Our children are constant collaborators with teaching staff in making suggestions and decisions about our school.
- We offer residential visits to give children the opportunity to experience an extended 3 day long school visit. This residential trip takes place in school time and is linked to work against the National Curriculum. It enables pupils to take part in outdoor and adventure activities as part of the PE education. There is a particular focus on developing pupils self-esteem and to give the children the opportunity to develop leadership and co-operative skills.

PSHE in the Foundation Stage (PSED)

- We teach PSHE in Nursery and Reception classes as an integral part of the topic work covered during the year. As Nursery and Reception are part of EYFS we relate the PSED aspects of children's work to the objectives set out across the Early Years curriculum.
- Our teaching matches the aims of developing a child's personal, emotional and social development as set out in the EYFS. Our scheme of work (PaTHs) for Reception age children matches the whole school themes and supports children in making the transition from Reception to Year 1.

PSHE in Key Stage One

- We continue to show the importance of teaching PSHE issues to our KS1 pupils through PaTHs.
- We teach PSHE in other areas of the curriculum e.g. in geography the children study how people recycle materials, and how environments are changing for the better or worse. At St Benedict's Infant School we are proud to be involved in a regular recycling system.
- Through teaching about contrasting localities, we enable the children to think about the inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

- We also fund raise for charities such as Children in Need and Marie Curie at school fairs and special school events.
- In the FS and KS1 we let all children carry out an investigation into the local environment, where we give them opportunities to observe and record information around the school site.

At St Benedict's Infant School we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning targets and responding to each child's different needs.

PaTHs

The programme is a universal, classroom based curriculum that teaches social and emotional learning to primary school children. It involves helping children to:

- recognise emotions and values;
- make constructive choices about personal and social behaviour; and
- show understanding and empathy for others.

The programme teaches children how to label their feelings and apply self-control strategies, leading to improvements in classroom behaviour, resilience and verbal fluency.

There are five areas which underpin The PATHS® Programme for Schools (UK Version) curriculum:

- Self-awareness
- Relationship skills
- Self-management
- Responsible decision-making
- Social awareness

The following units are covered in Reception and Year One:

1. Fostering a positive class environment
2. Basic feelings (eg. mad or angry, scared or afraid)
3. Self control
4. Sharing, caring and friendship
5. Basic problem solving
6. Intermediate feelings (eg comfortable and uncomfortable, excited, tired, frustrated, proud)
7. Advanced feelings (eg. Love, worried, disappointed, jealous, furious, guilt, generous)
8. Wrap up – saying goodbye

The following units are covered in Year Two:

1. Establishing a positive classroom
2. Feelings review
3. Feelings and behaviours

4. Self control and anger management
5. Anger management and problem solving
6. Friendship and feeling lonely
7. Manners and listening to others
8. Feelings/emotions/behaviours (eg hopeful, disappointed, frustrated – how to deal with these)

Review:

This policy will be reviewed annually.
November 2014