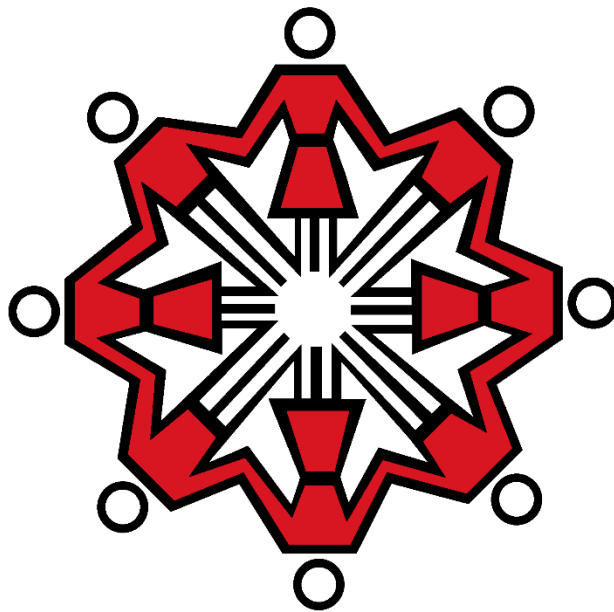


# **ST BENEDICT'S PRIMARY SCHOOL**



## **Personal, Social and Health Education (PSHE) Policy**

# **St Benedict's Infant School**

## **Personal, Social and Health Education (PSHE) Policy**

We aim for our children to be:

- Successful Learners: who enjoy learning, making progress and achieve.
- Responsible and Rights Respecting 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.

The following articles underline our Aims;

Article 3

"The best interests of the child must be a top priority in all our actions."

Article 29

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

### **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.

St Benedict's Primary School is a 'Rights Respecting' school. Children and adults work together to recognise and act upon the rights of the children within our school, our local community and the wider world. We believe that by understanding their own rights, children will learn to respect and value the rights of others. Children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC).

### **Aims and objectives:**

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

- be rights respecting citizens who have respect for themselves and 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;
- 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 run a School Council, a Rights Respecting Steering Group and Eco Committee to give pupils a voice and democratic role in how our school operates.

\*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 'Rights Respecting' programme. At the beginning of the school year, children are involved in developing their classroom charter. Charters are drawn up in consultation between children and adults and identify the rights that are most relevant to that situation together with the ways in which adults and children will act in order to ensure that these rights are respected.

*“Creating a charter is a way of making the rights of the child real and meaningful to children. The process of developing the class charter can serve to unite the class. It develops a sense of ownership of the classroom and learning. Once developed the charter becomes a point of reference for the class and once signed by both teacher and students it signifies a shared activity and acts as the ‘social glue’ which binds everyone together.”*

\*We regularly organise trips and visits to develop pupils' knowledge of PSHE.

\*We run a range of after-school and lunchtime 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 do 'Daily Dashboard' activities which give the children the opportunity to learn about issues surrounding PSHE.

\*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.
  - 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.
  - PSHE is covered through our topics in the Cornerstones curriculum which is followed by the school. It is embedded within lessons.
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- 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 also fundraise for charities such as Children in Need at school fairs and special school events.

## **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.

## **PSHE in Key Stage One and Two**

At St Benedict's Primary 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. We continue to show the importance of teaching PSHE issues to our pupils through our Cornerstones curriculum. Children take part in lessons and activities to work on skills in the following areas:

- Developing confidence, responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Managing feelings and behaviour

## **Rights Respecting**

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nations' Convention on the Rights of the Child (UNCRC). The Convention sets out the rights of children. These basic rights encompass survival, protection, development and participation. The UNCRC is underpinned by four principles:

1. Non-discrimination
2. Commitment to the best interests of the child
3. The right to life, survival and development
4. Respect for the views of the child

### ***Children are taught the 'A B C D E of Rights'***

- A- Rights are for ALL children.
- B- Rights are there at BIRTH.
- C- Rights CANNOT be taken away.
- D- Rights DO NOT have to be earned.
- E- All rights are EQUALLY important

The whole school community learns about the UNCRC. Each year group learns about the UNCRC and displays are explicitly linked to the UNCRC. All members of the school community are encouraged to be ambassadors for children's rights. Parents and the wider community are included in our work as a Rights Respecting School. Pupils are encouraged to identify themselves as Global Citizens and given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.