

Policy for PSHE (Personal, Social and Health Education)

At Newton Bluecoat CE Primary School, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- ◆ Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- ◆ Provides information about keeping healthy and safe, emotionally and physically;
- ◆ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

PSHE is an important part of every child's **National Curriculum** learning. It is here that they will learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing and relationships.

Our programme of study promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

We aim for children to:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Specialised assemblies
- ◆ PSHE activities and school events e.g. Friends Days
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

All classes follow the Coram Education SCARF Curriculum which stands for Safety, Caring, Achievement, Resilience and Friendship and provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools allowing the school to embed a comprehensive PSHE and Wellbeing programme throughout the school.

SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing. Lessons are taught under the following headings: *

Health and wellbeing: Healthy Lifestyles.

Health and wellbeing: Keeping safe.

Health and wellbeing: Growing and changing.

Relationships: Healthy relationships.

Relationships: Feelings and emotions.

Relationships: Valuing difference.

Living in the wider world: Rules, rights and responsibilities.

Living in the wider world: Caring for the environment.

Living in the wider world: Money

The current PSHE long term plan for Reception through to Year 6 can be found in Appendix 1.

Specialised SEAL assemblies are delivered and follow a programme of SEAL materials in which the themes of New Beginnings, Getting on and falling out, Going for goals, Good to me, Relationships and Changes are discussed with the pupils.

Teachers use pastoral issues, as they occur, eg. Incidents of bullying and online safety incidents to further reinforce good attitudes and learning.

Each class has a 'worry box' available to the pupils so that they can anonymously post details of concerns for the attention of the teacher, who can then address them with individuals, groups or the whole class or school.

Relationships within School

Relationships at Newton Bluecoat CE Primary School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour.

All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

Assessment and Recording

Children are informally assessed by staff throughout lessons. Recording of work will be in various forms, appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. All classes will have a PSHE big book, which will demonstrate learning which has taken place. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Equal Opportunities

Provision for PSHE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes.

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