

Personal, Social, Health Education (PSHE) Policy

Aims and Objectives

Personal, Social, Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At The Blake School, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so, they learn to recognise their own worth, develop better working relationships with their peers and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions as well as the core British values that affect their lives. They learn to understand and respect similarities and differences between individuals so that they can form effective and fulfilling relationships that are an essential part of life and learning.

Staff at The Blake School believe that pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued, positive relationships are seen as important and there is a safe and secure environment that is conducive to learning.

The aims of PSHE are to enable the children to:

- develop self-confidence and self-esteem, which promote well-being and help them to make the most of their abilities
- make informed choices regarding personal and social issues
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with other members of the school and the wider community, including respecting differences of opinions
- be independent and responsible members of the school community
- be positive and active members of a democratic society.

PSHE Provision

PSHE is delivered within a whole school approach, which includes:

- Discrete PSHE lesson time
- Teaching PSHE through other curricular areas
- Through school events
- Through collective worship
- Through school values.

PSHE Planning

In the lower and middle learning phase (Reception to Year 3) PSHE sessions are largely based on the 'Family Links' handbook. In the upper learning phase (Year 4 to Year 6) PSHE sessions are largely based on the 'Dealing with Feelings' handbook.

During 'Family Links' and 'Dealing with Feelings' sessions, children develop greater self-awareness, emotional literacy, strategies for managing a range of emotions and empathy towards their peers' feelings and actions. These skills create a positive environment in which learning can take place. Within long-term PSHE plans, other areas are outlined as needing to be taught during discrete PSHE lessons (that are not covered by the Family Links or Dealing with Feelings handbooks) such as health eating, road safety and hygiene.

Strategies used to deliver lessons include:

- Establishing ground rules
- Effective and engaging starting and ending activities
- High order questioning skills
- Problem solving
- Reflection and evaluation
- Drama and role-play.

PSHE is also introduced through cross-curricular areas. Systems within school, which enhance our PSHE curriculum, include:

- School trips
- School Council
- Eco-council
- Play and sports leaders
- Value of month
- Collective worship
- Growth mindset
- Reward systems
- Healthy school status
- Fit-for-Fun.

Using a Growth Mindset Approach

At The Blake School children are taught that 'it is not your ability, but your beliefs about your ability that matters'. A growth mindset creates motivated learners who embrace challenge, learn from setbacks and know that their potential is limitless. Staff encourage children to have a growth mindset in all areas of their learning and behavior using a variety of strategies including:

- A target based approach using 'next steps' and 'even better if'
- Using the language of 'I can't do it YET'
- Learning that mistakes are a positive element of learning
- Use of descriptive praise, praising effort as much as achievement
- Open ended challenges which lift the ceiling on their learning.

Reception

As well as using the Family Links handbook, PSHE is a focus within the Development Matters and Early Learning Goals for Personal, Social and Emotional Development. This area of development is divided into three main areas:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviors.

PSHE runs through many aspects of learning in Reception. Areas within PSHE are also covered as and when issues arise, and these are used as teaching points.

Children with Special Educational Needs

Through PSHE teaching staff aim to provide learning opportunities that enable all pupils to engage, contribute and progress. For some children with special educational needs, it may be appropriate to include specific targets relating to PSHE on their Individual Education Plan.

Buddy System

The school operates a successful 'buddy system'. Children sometimes have a specific partner in the 'buddy' class or whole classes 'buddy up', with the aim that supportive relationships form throughout the year.

'Buddies' are involved in many activities such as paired reading or sharing recent learning experiences. The 'buddy system' gives older children a sense of responsibility and provides opportunities to demonstrate their citizenship skills. Younger children make new friends and have a role model to look up to on the playground, in collective worship and throughout day-to-day life in school.

Assessment and Recording

Teachers informally assess children's engagement and progress in PSHE as they observe them. Some elements of PSHE are reported back to parents in parent consultations and in the children's reports. Children are also encouraged to assess their own understanding and progress related to themes covered during PSHE lessons. Within PSHE, there are two broad areas for assessment:

- Children's knowledge and understanding, for example, being able to explain the key elements involved in living a healthy lifestyle
- How the children use their knowledge and understanding in developing skills and attitudes, for example by effectively managing their feelings when faced with conflict.

Use of Visitors

All community-based agencies who visit to provide curriculum support, e.g. police officers and school nurses, are expected to adhere to the following guidance:

- Make clear to children who they are, whom they represent and what they are offering to children
- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school
- Seek to use engaging teaching and learning methods that involve the children actively and communicate at appropriate levels for the age group concerned.

Prior to visitors attending the school, relevant staff ensure that:

- checks have been made on suitability and credentials of visitors
- school/class background information has been discussed
- resources have been checked/talked through for suitability
- dates and times of visits have been confirmed.

Following all visits, an evaluation is carried out.

Resources

The co-ordinator keeps a central resource bank whilst individual teachers keep their own resources in their classrooms. The following resources are used for planning:

- Long-term school plan
- Family Links Handbook
- Dealing with Feelings Handbook.

Monitoring and Review

The PSHE subject leader is responsible for monitoring children's engagement in PSHE sessions and the quality of teaching. The subject leader supports colleagues by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Headteacher and Governing Body, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This PSHE policy should be read in conjunction with all other appropriate school policies.