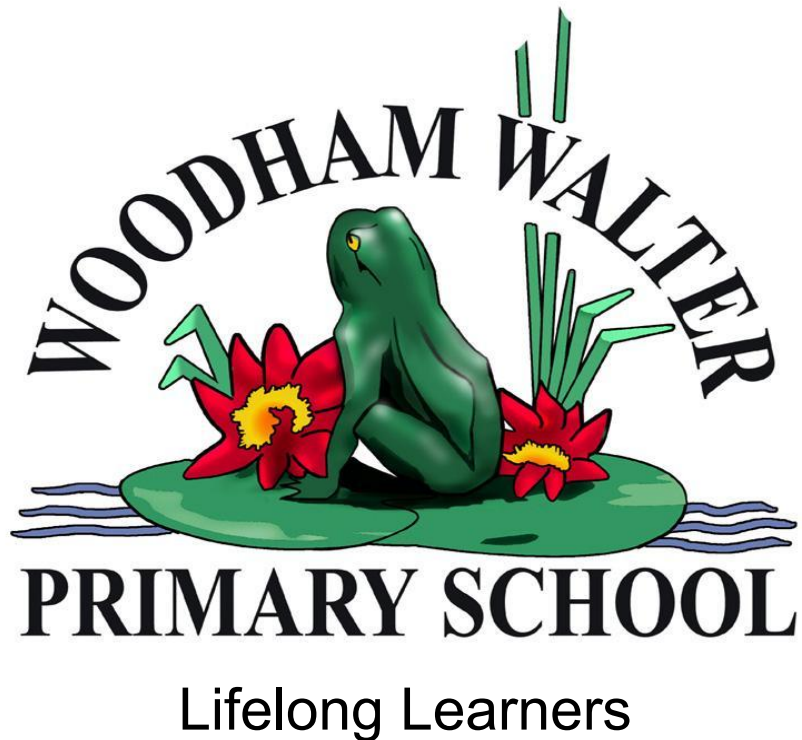


WOODHAM WALTER C OF E (VC) PRIMARY SCHOOL



PSHE Policy

Approved by Governors Summer 21

**To Be Reviewed: Summer 24
(3 yearly thereafter)**

***‘Tell me and I forget. Teach me and I remember. Involve me and I learn’
Benjamin Franklin.***

WOODHAM WALTER C.E. (V.C) PRIMARY SCHOOL

PSHE POLICY

The Importance of PSHE

Our Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

At Woodham Walter, 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.

Aims

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 and drugs, alcohol and tobacco.
- Be aware of ourselves and know how to manage changing and growing, including puberty, transition and loss.

Relationships

- Develop and maintain relationships and friendships that are close and positive 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 themselves and others, including equality and diversity in relationships.

Living in the Wider World

- Know the importance of shared responsibility and own responsibility of 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 (use of the Climate Change scheme of work to be included alongside the teaching of PSHE)
- 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 economic wellbeing and where money comes from, keeping it safe and the importance of managing it effectively / have a basic understanding of enterprise / having aspirations of work and future careers.
- Have a basic understanding of media Literacy and digital resilience.

At Woodham Walter pupils are encouraged to play a happy and positive role in contributing to the life of the school and the wider community. In doing so, this helps to develop their sense of self-worth, enabling children to value their own achievements.

They are taught how society is organised and governed and they experience the process of democracy in school through the school council. The pupils learn about their rights and responsibilities.

The school promotes our 4 rights:

- The right to be happy
- The right to respect
- The right to learn
- The right to be safe

The school promotes British values through PSHE. Children are taught about

- The rule of law
- Democracy
- Mutual respect and tolerance
- Individual liberty

The pupils learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet and risk of online radicalisation.

Organisation /Provision

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 / CLimate Change SOW and school events
- Pastoral care and guidance
- Visiting speakers

P.S.H.E. in the Early Years Foundation Stage

P.S.H.E. is embedded in the EYFS curriculum through the following aspects :-

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

- Health and self-care
- The World
- People and Communities

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Teachers also encourage children to share their feelings daily as they arrive at school.

P.S.H.E. in Key Stage 1 and Key Stage 2

During KS1 and KS2 learners build upon the skills, attitudes and values, knowledge and understanding they began to acquire in EYFS. PSHE offers learning opportunities and experiences which reflect their increasing independence and physical and social awareness. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with changes at puberty, introduce them to the wider world and enables them to make an active contribution to their communities.

Where not directly taught as a discrete subject, P.S.H.E. is taught in the following cross-curricular areas:

- Literacy - enquiry/communication skills; stories illustrating aspects of P.S.H.E. (myths and fables); persuasive writing; letter writing (complaint).

- Numeracy - aspects of financial capability; probability; problem solving.
- Science - drugs/medicines; healthy lifestyles; safety issues and care of the environment.
- Design and technology - health and safety; healthy eating; accounting for people's needs; generating ideas; use of technology.
- ICT – communication using the Internet, checking for appropriateness/relevance of sources, use/misuse of ICT. It is useful for children to record their learning and performances as they develop using digital cameras and iPads.
- History - use of resources; reasons for/results of historical events; situations and changes within societies; significant people, events, ideas and experiences from the past.
- Geography - environmental issues; land use; locality studies; comparing localities.
- Art - reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures.
- P.E. - health and safety; development of social and personal skills through team/individual activities; games and sports.
- Music - fully realising musical abilities; valuing the expression of cultural diversity.
- RE - moral beliefs values and practices that underpin and influence personal and social issues and relationships.

Whole School Ethos







At Woodham Walter we work together to provide an environment where all are guided towards a confident, positive and self-sufficient future. The promotion of *Life Skills* are embedded into every curriculum area to ensure that our children start developing skills they will use for the rest of their lives. Known as *The five R's*, these are:-

- Relationship Building
- Resilience

- Resourcefulness
- Risk-taking
- Reflectiveness
- Respect

We have selected different animals to represent each skill to enable the younger children to relate to them, and all classes display them on a working wall. Children are encouraged to identify the life skills they are using on a daily basis, adding examples of how they demonstrate these skills in the form of post-it notes and photographs to the wall display.

These life skills are also reflected in our Christian values:

LIFE SKILL	CHRISTIAN VALUES	ANIMAL REPRESENTATION
Relationships	Friendship Compassion Forgiveness Justice	The Ant 
Resilience	Endurance Forgiveness	The Penguin 
Resourcefulness	Friendship Compassion	The Raccoon 
Risk-taking	Friendship Compassion Forgiveness	The Crocodile Bird 
Reflectiveness	Thankfulness Compassion	The Chimpanzee 
Respect	Friendship Compassion	The Lion 

Assessment and Recording

The personal nature of PSHE education means that we do not formally assess pupils, however there are opportunities for pupils to reflect on their progress. It is inappropriate to assess pupil's values. Teachers assess the children's work in P.S.H.E. by:

- Observing paired, group and class discussions during lessons
- marking children's work
- discussion with individual pupils

We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage. We report the pupil's achievements to parents at Parent's evenings and on termly reports. Children at Key Stage 2 self-assess their progress and reflect on their attitude to learning, which is recorded termly and included in reports.

