

Edale Rise Primary and Nursery School

PSHE Policy



Introduction

At Edale Rise Primary and Nursery School, we acknowledge the importance of providing a curriculum for Personal, Social and Health Education. Through it, we aim to reflect and support the guidance given in the home and through the wider local and global communities. Our programme of PSHE enables our children to become healthy, independent and responsible members of society, who are able to make choices and appreciate the diverse multi-cultural society we live in.

Rationale

We teach Personal, Social and Health Education to ensure that our pupils:

- Know and understand what constitutes a healthy lifestyle;
- Have an awareness of safety issues;
- Have the confidence to form positive relationships with their peers and adults;
- Have respect for others;
- Become responsible members of the school community;
- Develop into positive and active members of society;
- Develop the self-confidence and self-esteem to form their own opinions and make informed choices regarding personal and social issues;
- Begin to see themselves as global citizens, with rights and responsibilities.

Curriculum Organisation

Classes have timetabled PSHE sessions, which follows the SCARF programme (Safety, Caring, Achievement, Resilience and Friendship) In addition, there will be opportunities for informal discussions on issues which may arise on a daily basis.

The SCARF programme is organised into 6 parts which are:

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

Some of the curriculum may be covered through 'themed days', e.g. bullying and safety days

In Key Stage One and Two, PSHE may be treated as a discrete subject, or it may be incorporated into a cross-curricular topic, e.g. expressing views about the local environment as part of a 'Sneinton' topic.

In Foundation Stage, PSHE may be covered in a much more 'fluid' way, with learning outcomes from the Early Learning Goals embedded in the day to day events in Nursery and Reception.

Updated and agreed by staff and Governing Body: Autumn 2020

Date for review: Autumn 2021

The subject is taught in a number of ways and pupils will be taught how to do the following:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication

Teachers may use the following resources to support and enrich the curriculum:

- Film clips
- Books and stories
- Artefacts to provoke discussion
- Visiting speakers
- Computer programs and Internet websites

Planning

- Teachers to use the 'SCARF' lesson plans to support their PSHE teaching. These plans are updated regularly with new topics and topics that meet statutory requirements.
- An overview of the subject, which lists areas covered during each term by each year group. This is the responsibility of the subject leader and ensures continuity and progression of the subject throughout the school. The subject leader has linked lessons with physical and mental well-being and RSE related issues so staff are aware of what some of the lessons entail.

Assessment, Recording and Reporting

Assessment may take the following forms:

- Staff assessment against the learning outcomes of a session, or, in the case of Foundation Stage, against the Early Learning Goal covered
- Plenary session, where the whole class reviews what it has done
- Self-evaluation at the end of a unit of work

It is not always easy, or indeed appropriate to record progress in PSHE. Staff will take note of the particular strengths or weaknesses a child has in the area of, for example, emotional intelligence. As in all areas of the curriculum at Edale Rise, strengths are celebrated, e.g. in Family Assembly and weaknesses are supported, sometimes through intervention strategies and often through working with parents. 'Special play' is used for some children who find it difficult to deal with their emotions and regular sensory room visits for children with additional needs.

Equal Opportunities

At Edale Rise, we believe that all children should have equal and appropriate access to all areas of school life, in and out of the classroom.

We may use any or all of the following strategies to provide these opportunities:

- Specialist equipment or resources, for example, alternative keyboards for visually impaired children, ramped wheelchair access to the building, radio aids, books with enlarged text.
- Advice and support from professional bodies, for example, the Inclusion and Behaviour Support Teams from the LA
- Classroom strategies, for example, consideration of seating position, use of Teaching Assistants, use of Makaton, sensory room visits, Individual Provision Maps, Class Provision Maps.

We actively seek to be an inclusive school.

Monitoring and Evaluation

The subject will be monitored by the subject leader and appointed Governor and evaluated as part of the end of year process by the whole staff.