



PSHE Policy

November 2018



"We make a living from what we get, we make a life from what we give."

Winston Churchill

Perton Primary Academy
PSHE Policy—October 2018

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Introduction

At Perton Primary Academy, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole school approach to personal, social, health and economic well-being (PSHE).

Through PSHE, we endeavour to develop children's understanding of themselves, each other and society. At Perton Primary Academy, PSHE supports our children to build tolerance, foster strong relationships and keep themselves safe. As a subject, it inspires our children to live out good values, challenge injustice and make a positive contribution to society.

Aims

PSHE Education at Perton Primary Academy aims to do the following:

- ◆ To help and support all our children through their physical, social, emotional and moral development.
- ◆ To help and support all our children to understand, name and manage their feelings.
- ◆ To be encouraged to regard people of all faiths, races, cultures and sexualities with respect and tolerance.
- ◆ To encourage all our children to consider healthy and informed choices and therefore make appropriate decisions about their lives.
- ◆ To promote and celebrate British Values and follow the Yoimoji values and principles.
- ◆ To help children understand that while there are differing views about 'right' and 'wrong', all people living in England are subject to its law.
- ◆ To enable children to be risk aware.

Planning, Teaching and Learning

Key Stage One and Two

Each half-term is dedicated to following a specific theme and within that theme, specific skills are taught and covered. This approach has been divided in such a way that learning skills for each year group are progressive and age appropriate.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of the wider community based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with their peers. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others. Cornerstones materials and themes, and Yoimoji values are incorporated into the curriculum to promote these principles amongst pupils.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, as part of 'Development Matters'. PSHE is about making connections, and is strongly linked to play. PSHE is taught through activities that are part of daily routines or seasonal 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. The children are given the opportunity to engage in social activities, as members of a small group or occasionally through whole school activities. Children are introduced to the different "Yoimojis" and encouraged to follow their values both at school and out of school.

In order to meet the needs of all of our children we are actively working towards 'Enhanced Dyslexia Friendly Schools status.' We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose English skills are not appropriate to their age, as strategies that are good for the learners with dyslexia are good for all pupils. These strategies will be used across the whole curriculum in all subjects.

Promoting Fundamental British Values

We ensure that the fundamental British Values are strongly embedded and promoted through our school vision statement to follow the Yoimoji Values, our development of SMSC (Social, Moral, Spiritual, Cultural), our PSHE whole school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

At Perton Primary Academy, we strongly believe in promoting and supporting children in developing a healthy lifestyle. We promote the development of healthy living in several ways:

- ◆ Providing healthy, freshly cooked school meals everyday
- ◆ Organising a yearly sports day
- ◆ Offering a range of after school clubs, such as netball, rounders and football clubs
- ◆ Providing fresh fruit daily and free milk for children under five
- ◆ Organising a healthy living week

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional development objectives (as stated in Development Matters) to make more formal judgements of children's learning and development in this prime area of learning. Teachers keep a record of children's achievements through regular observations as part of their learning journey.

In Key Stage 1 and 2, teachers make use of ongoing observations to assess children's progress in PSHE.

Monitoring and evaluation

The headteacher, deputy headteacher and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and

quality of teaching.

Transfer Information

The academy will provide schools in the next phase with copies of long term planning on request and a 'best fit' assessment of each pupil.

Policy written by: Naomi Ives (PSHE Leader)

Effective from: 28th November, 2018

Review Date: 1 September, 2020