

# Cheadle Primary School

## P.S.H.E. POLICY

**Date: July 2011**

**Review Date: Autumn 2012**

**Responsible: PSHE Co-ordinator**

### Rationale

The school needs to provide through its environment and curriculum for the physical and emotional development of children in a 'caring, safe environment'.

(The school aims include much of the PSHE curriculum)

### Objectives

- To continue to develop an environment in which children and staff can feel physically and emotionally secure.
- To build up self esteem of all within the school.
- To give children the inter-personal skills to build good relationships with others of same age, younger and older.
- To build up a pastoral care system which is pro-active, where time is spent nurturing that which is positive and celebrates success.
- To enrich the experience of children within the school and encourage participation in extra-curricular and community activities.
- To encourage healthy eating at school and educate pupils, to enable them to have a healthier lifestyle.

### School Organisation

*'Be proud of yourself, your school and your achievements'*

PSHE is covered in many areas of the curriculum, in particular in Religious Education and Science. Each class will take part in

Circle Time activities, contribute to whole school assemblies as well as cover the specific national curriculum components through many cross curricular activities.

- Drug Education
- Sex Education
- Family Life Education
- Safety
- Health Related exercise
- Nutrition
- Personal Hygiene
- Environmental aspects
- Psychological aspects

The pastoral care of the children is initially the responsibility of the class teacher. The class teacher is in turn supported by the year group colleagues, the key stage co-ordinator, the deputy Head teacher and Head teacher. The school council aid in this role also.

### Resources

Many resources will come under subject headings for the particular area being studied (see school organisation). There is a small budget that will be used for Anti bullying resources (stickers, posters etc) as well as anything needed throughout the year specifically for PSHE.

### Role of the co-ordinator

The PSHE co-ordinator will be responsible for the school policy and its review, and for monitoring the delivery of the curriculum under the various subject headings (e.g. science) as well its own, for example circle time sessions. Any resources accumulated will be centered with the co-ordinator, whom will share to the relevant year groups. The school nurse will be invited to give talks on SRE to the relevant year groups. The

co-ordinator will also be responsible for monitoring planning and ensuring it is done effectively. Any accreditations such as 'Anti-bullying pledge' and 'Healthy schools' also need to be monitored, evaluated and ensured they are kept up to date.

### Role of the Class teacher

The class teacher will have a varied approach to suit the needs of the children, but must be aware of the aims of the policy and the targets set from these aims. They also need to assess children's understanding of the topic to inform planning. The class teacher needs to ensure all children can access PSHE in their curriculum through differentiation.

### Planning

Planning will provide a brief outline of objectives and activities for the half term and will be monitored by the co-ordinator every term. The planning should be accessible on the learning platforms. Teachers may also highlight PSHE opportunities in other subject planning such as Science. Early Years planning for PSE will be separate in the medium term plans. Weekly plans may have specific PSE activities.

### Assessment

Assessment will be on going and informal, either taking the form of speaking and listening, observation or written work samples. Assessment will be linked to the objectives set. Assessment will inform future planning. Assessment for learning will also be used effectively in lessons. In Early Years teachers will assess against the scale points for PSE in the 3 separate areas- Dispositions and attitudes, Social and Emotional development. They will do this by taking notes and collecting evidence for each scale point.

### Record Keeping

Record keeping will be through the work that is written, but also notes can be made by the class teacher and recorded on planning or in a class file. Early Years will have a specific file for each child and notes will be kept in the relevant section.

### Special Needs

The usual consideration needs to be given where help is needed with reading materials or understanding language used. Sensitivity must be shown in relation to family life and background, and emotional needs may need extra support.

### Equal Opportunities

It is essential that all children have an equal access to PSHE. Sensitive areas, such as sex education, are covered as far as appropriate, with an additional input from the district nurse. Understanding and tolerance of other cultures is at the heart of PSHE. Children from other cultures can make a unique contribution as well as visitors to the school on days such as multi cultural day.

### Targets for PSHE

- To monitor PSHE more effectively (PSHE co-ordinator of staff as well as)
- To monitor the effectiveness and frequency of circle time opportunities.
- To ensure the Anti bullying action plan for re-accreditation is followed up and objectives met.

### Output Targets

- To improve attendance rates by following up cases of poor attendance, and trying to resolve any difficulties that are causing the problem (EWO)

- Monitor effect of the initiatives through parental discussion at P.T.F.A. or Parents evenings.
- For the children and staff to be treated with respect, to work co-operatively, to be treated fairly and be listened to. To have cultural backgrounds respected and to become independent learners.
- That all children within each key stage will be part of community involvement activities.
- All children in years 5 and 6 have the opportunity to take part in outdoor and residential education.
- Children in all year groups have at least three visiting speakers as part of their curriculum (possibly in assemblies)
- Support Targets
- That all children have their own individual targets set between the school and parents, which are reviewed termly.
- That all classes have at least one form of their own positive reinforcement for good behaviour maintained throughout the year. There should be a balance of positive praise and constructive criticism to raise self esteem, whilst allowing children to develop.

### Enrichment targets

- That school council members are elected at the beginning of the year in both key stage 1 and 2.
- That a multi- cultural day is held in 2012 (discuss on Sept intake day)
- That the school has a Health and well being week each year (after Year 6 SATS) .

- That the whole school continues to encourage environment awareness to all, by recycling paper, ink cartridges and attempting to save energy.
- Achieve re-accreditation of the anti bullying pledge in 2012.
- Achieve Healthy Schools status again.