



Milecastle Primary School

P.S.H.E. Policy

Reviewed: March 2023



MILECASTLE PRIMARY SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

RATIONALE

PSHE promotes self-esteem and respect for oneself and others. It aims to equip pupils with the skills and knowledge they need to make positive, healthy and responsible choices about their physical and emotional well-being and that of others. It provides children with fundamental building blocks to enable them to identify the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. It provides information to help pupils make informed decisions and judgements about their own and other peoples' rights and responsibilities as citizens.

AIMS

1. To develop pupils' awareness of healthy, active lifestyles.
2. To develop confidence, promote self-esteem and encourage respect for others
3. To help children identify their own feelings and learn how to regulate them in different situations.
4. To identify and respect similarities and differences between people.
5. To identify positive relationships within families, friendships, school and the wider community.
6. To prepare children to play an active role as citizens.
7. To help children value their surroundings and the community in which they live.
8. To include staff, children, parents and governors in decision making about PSHE.

GUIDELINES

1. At Milecastle Primary School the PSHE curriculum is delivered by utilising first hand experience and sharing good practice and it is every staff member's responsibility to do this by being a role model and having high expectations of Milecastle children.
2. PSHE follows the non-statutory guidelines from Sept 2013:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug

education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle'.

3. PSHE is delivered as a discrete subject together with National Curriculum subjects and circle time activities. Our PSHE curriculum has been developed using a question - based approach beginning in Foundation stage with 'what?' and 'who?' questions and building throughout key stage 2 with 'why?' and 'how?' questions. As far as possible these questions are linked to each term's overarching enquiry question or science and take into account the children's development and maturity. It builds links across the whole school, home, the community and health professionals. Resources are utilised as appropriate to stimulate, aid and reinforce. 'Skills for Life' and '1Decision' are used as core resources although other suggestions are provided for staff depending on their class's particular needs or cohort of children.
4. The PSHE programme is flexible and responds not only to the needs of the children at a particular time but also reflects local and national needs. Data from the Newcastle health survey and the national measurement programme are analysed to ensure the needs of our children are being met. Regular newsletters from the police as well as yearly safeguarding refreshers allow staff to make decisions about changes they may wish to make to their PSHE delivery.
5. Particular needs are assessed at the start of each unit of work, either informally through circle time activities, group discussion, through drawing activities or through child friendly self- assessment sheets provided by '1 Decision.' At the end of a unit teachers will re assess to gauge whether further work is required either by the whole class or through small group or individual intervention.
6. Self-regulation is a focus at Milecastle, particularly since the Covid pandemic. Each academic year begins with a focus on self- regulation focussing on how to recognise feelings and how to regulate them in different situations. Following staff training by 'RISE', the children are encouraged to use their 'back pack' skills to help them. These include a range of breathing and mindfulness techniques. Each class highlights 'back pack' skills in their classroom PSHE area.
7. Self-esteem is developed through a range of activities and positive reinforcements such as praise, sharing success, stickers, certificates and team points. Pupils' contributions are encouraged and valued. Emphasis is given to the expression of values and feelings and the whole school strives to maintain a safe, positive and caring ethos.
8. All staff actively promote, 'Random acts of kindness' through our 'Everyday Magic' ethos and celebrate these with the children.
9. The coordinator and team, consisting of staff, parents and pupils, are responsible for the development and implementation of the policy and programmes of study, also identifying and providing resources. Resources are audited yearly and the coordinator assesses both staff and pupil needs through staff and pupil voice. The head and coordinator monitor teaching and planning. There is a named governor for PSHE.

10. School holds Healthy School Status, which helps maintain good practice and presents opportunities to review curricular and non-curricular activities against nationally agreed criteria. School also hold Healthy School Plus status, which allowed us to focus on specific health related issues that we identified as requiring development or improvement.

INCLUSION

Activities are either supported or differentiated to allow all children to make progress. Every effort is made to present work in such a way that it is equally interesting and accessible to all children no matter what their gender, ethnicity or impairment.

CONCLUSION

Through providing the pupils with accurate information about PSHE the school will have an impact on the development of healthy lifestyles and positive patterns of behaviour.