



**MELLERS PRIMARY SCHOOL  
PSHE POLICY**

**JANUARY 2019**

## **The Importance of PSHE**

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Mellers, 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**

(Our objectives are from the third edition of the PSHE Association's programme of study, which sits alongside the 2014 National Curriculum).

### **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
- Know how to manage change, including puberty, transition and loss

### **Relationships**

- Develop and maintain a variety of healthy relationships 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 equality and diversity in relationships

### **Living in the Wider World**

- Know the importance of responsible 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
- 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 where money comes from, keeping it safe and the importance of managing it effectively
- Have a basic understanding of enterprise

### **Organisation/Provision**

PSHE is delivered within a whole school approach, which includes:

- Dedicated curriculum time, each class has a 20 minute slot allocated weekly, which is delivered by the Learning Mentor
- A long term plan is put in place ensuring all classes are also delivering RSE and Drug Education
- Circle Time as and when needed
- Specialised assemblies
- PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, fund raising activities and child mental health week
- Parents are informed about learning at school through the school newsletter
- Pupils will take part in school assemblies and performances and be elected onto School Council and will be encouraged to express their opinions
- We have a Head Committee here at Mellers; a head boy/girl, deputy head boy/girl and Prefects
- Each class will choose one child a week to be the Star of the Week. The child will have certain privileges for the week set by the class teacher
- Group work will be of mixed ability and the children will be encouraged to work co-operatively and develop interpersonal skills
- Place2Be, ELSA and our Learning Mentor are available for children who need support with issues that are affecting their mental and emotional wellbeing
- Marvellous Me is used to award star badges for the children throughout school
- Playground buddies are trained to help children at playtimes
- Interventions are in place to help support children with their emotional and social well-being, such as; nurture groups, music interaction and social skills. Our Place2Be Manager also delivers CBT (Cognitive Behavioural Therapy) to our year 6 class

**As a school, we use a combination of:**

### **Success in schools**

It contains:

- Fifteen practical strategies designed to help children achieve their potential
- Straightforward scripts that allow the tools to be used confidently
- Techniques designed to increase independence in children

Through using Success in Schools, our children learn:

- How to focus on success
- How to feel more confident
- How to 'let go' of anxiety

- How to concentrate instead of being distracted
- How to develop resilience and deal with setbacks
- How to aim for excellence

### **First Aid for Feelings**

Key stage one have access to a 'First Aid for Feelings Box'. This is to help children understand their feelings and gives them tools they can access throughout the day to help them manage difficult emotions.

### **Drug Education**

- We use the Jed and Ted scheme of work from F2 to year 6, please see separate Drug Policy

### **Relationships and Sex Education**

- We are using a scheme of work from F2 to Year 6 called Teaching RSE with confidence

### **The Foundation Stage**

In the foundation stage, we help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. The objectives for PSED (Personal, social and emotional development), are set out in the Early Years Profile Handbook. There are three areas:

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

### **Relationships within School**

At Mellers, relationships are based on an atmosphere of trust and respect for everyone. We want to give every child an education of the highest standard, we aim for excellence in all our school activities and encourage every child, whatever their ability, to achieve the best they possibly can every day. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff are good role models for children and work hard to promote a safe, happy environment.

### **Assessment and Monitoring**

- The PSHE co-ordinator will check that learning builds on children's prior knowledge and shows progression in PSHE learning and that lessons consistently meet children's needs
- Learning walks will take place throughout the year to check that all of the above is delivered consistently and to a high standard
- The work of the co-ordinator also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school
- Children are encouraged through self and peer assessment to understanding their own learning and next steps

- Emotional literacy assessments are carried out at the start of the year and reviewed at the end of the year for target children
- Place2Be carry out a Strengths and Difficulties Questionnaire before and after counselling sessions

### **Equal Opportunities**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions, they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

### **Other Relevant policies:**

- Anti-bullying Policy
- Anti-social Policy
- Safeguarding Policy / Child Safeguarding Policy
- Behaviour Management Policy
- Equality Policy
- Keeping Children Safe in Education guidance
- Code of Conduct Policy
- Drug Policy

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