

Personal, Social, Emotional and Health (PSHE) policy

Date agreed by Governors: _____

Review date: _____

Governor signature: _____

Date of next Review: June 2018

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.

Policy aims and objectives

- Enable children to become healthy, independent and responsible members of society.
- To encourage pupils to play a positive role in contributing to the life of the school and wider community.
- To develop each child's sense of self-confidence and self-esteem.
- To experience the process of democracy in school through our school council.
- To value rights and responsibilities both inside and outside of school.
- To appreciate what it means to be a positive member of a diverse multicultural society.



Teaching and Learning style

Each PSHE session is planned in response to the levels and needs of the children in each class. It is intended that the class teacher will use a range of teaching approaches and styles when delivering PSHE to engage every learner. These include:

- Allocated PSHE lesson time
- Circle time
- Class discussion
- Class/group/individual work
- Reflection time
- Role play and Drama
- Visits and visitors when appropriate

PSHE curriculum planning

We are currently reinstating the 'Rainbow' scheme of work across KS1 and KS2. This scheme of work is there as an aid rather than to follow. As the teaching of PSHE cannot always be confined to specific timetabled time, St. Michael's intends to approach it's planning through:

- Discrete subject teaching
- Teaching with a cross curricular approach
- Developing awareness for whole school responsibilities by electing school council representatives. This group of children from year 2 to year 6 meet regularly to discuss school matters.
- Offering residential trips for year 6 children with opportunities to develop pupils self-confidence and self-esteem.
- In response to incidents that may occur, teachers can seek the support of pastoral care.
- In the Foundation Stage, St. Michael's follow the Personal, Social and Emotional Development of the EYFS profile.

Teaching PSHE to children with special needs

At St. Michael's we teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties and make it accessible to all. We promote inclusivity regardless of gender, race or ability.

Assessment and recording

- Teachers making informal judgements through observations during lessons.
- Evidence of PSHE work is recorded in a class scrap book which is collected for monitoring by the PSHE subject leader.
- Evidence can be in the form of planning, photos, individual pieces of work and links to Rainbow objectives.
- There are no formal examinations in PSHE. The assessments that we make of pupil achievement does not imply that a pupil has 'passed' or 'failed'.
- Progress is reported to parents during parents evening and within the 'general comments' section of the child's end of year report.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The monitoring of class scrap books will enable the subject leader to give specific feedback to class teachers to support further teaching. Scrap books are collected termly.

