



**Horton St. Michael's CE First School and Nursery**  
**'I am the Vine and you are the branches'**  
**John 15:5**

## **PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY**

### **Rationale**

Our school aims to provide the opportunity for all children to learn and to achieve. We recognise that the personal development of children plays a very significant part in their ability both to learn and to achieve and so we aim also to promote their spiritual, moral, social and cultural development alongside their intellectual development. These aims are interdependent and prepare children for the responsibilities and experiences of life.

### **Purpose**

The purpose of this policy is to inform staff as to how the programmes of study for PHSE are used to achieve the above aims. This document should give parents and governors insight into the teaching of PSHE.

### **Guidelines**

#### **Aims and objectives**

Following the non-statutory guidelines in National Curriculum 2000 it is our aim to promote personal, social and health education. This should enable the children to;

- understand what makes for good relationships with others;
- be independent and responsible members of the school and wider community;
- have respect for others;
- develop self-esteem and self-confidence and make informed choices regarding personal and social issues;
- know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Be positive and active members of a democratic society.
- Be aware of and appreciate British Values

### **Teaching and Learning style**

We use a variety of learning styles. This ranges from teaching PSHE as a discrete subject through class activities such as discussion groups, circle time, investigations and problem solving activities, and whole school activities such as assemblies, theme days and sports days.

We encourage children to take part in a range of practical activities to promote active citizenship e.g. fundraising to help individuals who are less fortunate than themselves.

Our children are given the opportunity to listen to a variety of visiting speakers such as the local vicar and the school nurse, which we believe helps to promote a positive image of the wider community.

### **Curriculum planning**

PSHE in our school covers the whole of our curriculum and extracurricular activities.

It begins as soon as children enter the reception class. At this age they follow the foundation stage guidelines, Personal, Social Education.

Some aspects of PSHE are covered when teaching different subjects or in topic work, e.g learning about the body and personal hygiene in Science.

We sometimes focus on PSHE as part of our whole school assemblies and in Circle time.

The opportunities for extracurricular activities also aid PSHE, e.g our residential visit for year 4 children which gives them the opportunity to develop their co-operative skills, self-confidence, independence and self-responsibility.

Areas not sufficiently covered in other subjects are taught in isolation in PSHE lessons.

### **Entitlement and teaching PSHE to children with SEN**

All children are entitled to participate and become actively involved in the learning of PSHE, regardless of their ability. We provide learning opportunities linked to the needs of the individual child, which may be included in targets set as part of a child's IEP. This is the joint responsibility of the teacher and Special Educational Needs Co-ordinator.

### **School environment**

Pupils' personal, social and emotional development is encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In providing PSHE successfully staff need to:

- Be aware of the role models which they themselves provide the children;
- Ensure children are shown respect, are valued and are treated with trust;
- Share an agreed school ethos;
- Encourage parents and other community members to share in the life of the school;
- Deal with unacceptable behaviour in a way that condemns the behaviour not the person;
- Develop a classroom climate that is welcoming, supportive, safe and secure.
- Be familiar with and implement associated documents such as the schools' Behaviour, Sex and Relationships, Safeguarding, Peer on Peer abuse and Drugs Education Policies.

### **Staff development**

The PSHE Co-ordinator and individual staff may attend relevant training to enhance their knowledge of PSHE. This may then be fed back to other staff at a staff meeting or Cluster staff meeting as appropriate.

### **Links to outside agencies and the wider community**

As a Voluntary Controlled Church of England school we are regularly involved with Horton church as well as Ruyard Methodist Church. We have close links with Horton Lodge Special School for children with physical disabilities with children from both schools regularly sharing lessons at either venue.

We invite families and friends to join us for lunch often based on a theme that the children are learning about in school e.g. Vikings.

We have links with both the High schools in the area and students from them both have been to school to lead learning activities and for work experience.

A residential visit and day trips are arranged to enable the children to become more aware of the environment in which they live and to foster good relations with pupils from the other small schools in the area. By becoming acquainted with some pupils from these schools we believe our pupils will benefit from an easier transition to the middle school.

### **Conclusion**

PSHE promotes the personal, social, and emotional development of children and lies at the heart of our school. It is achieved through the school ethos and environment, the staff relationships with pupils, extracurricular provisions and the partnership with the community. This policy will enable staff to ensure they are contributing to the school aim of developing this positive attitude in our children.

Ratified: June 2022

Renewal: June 2024