

BIRKBY INFANT & NURSERY SCHOOL POLICY

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Rationale

This policy has been produced in response to the **National Curriculum** that states that 'all schools should make provision for personal, social, health and economic education (**PSHE**), drawing on good practice'. It recognises the need for a planned approach to the teaching of PSHE. Addressed through a combination of timetabled teaching time for PSHE; work covered in a cross curricular way and school activities and events.

It is widely accepted that personal and social skills are crucial to success and fulfillment in adult life. At Birkby Infant and Nursery School we aim to promote the personal and social development of all our pupils.

Aims of PSHE

At Birkby Infant & Nursery School we offer a scheme of work that aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and be able to responsibly participate in society around them. We aim to cover a wide range of social and emotional aspects of learning, enabling children to develop self-esteem and confidence and foster respect for others and difference. Our scheme of work covers all the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World as laid out in the PSHE Association Programme of Study. It also fulfils the requirements of statutory Relationships, Sex and Health Education (RSHE) and incorporates the Fundamental British Values.

What is PSHE?

PSHE covers those aspects of the curriculum that:

- raise pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort;
- offer an especially supportive climate for learning;
- provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself;
- increase pupil motivation and deepen their understanding through providing relevant opportunities for 'real-life' learning;
- improve pupils' ability to reflect on and become responsible for their own learning;
- reduce the chances that pupils' education will be interrupted or impaired, for example, by the fear of bullying.

The PSHE Association has defined three core themes within PSHE, which we have used to organise the learning outcomes of PSHE. These are:

1. Health and wellbeing
2. Relationships
3. Living in the wider world – Economic wellbeing and being a responsible citizen.

National Healthy Schools Gold Standard

PSHE at Birkby Infant & Nursery is strongly supported and underpinned by the School's adoption of the National Healthy School Standard. The school offers a whole school approach to personal and social development. The Head teacher, Learning Mentor, PSHE Co-ordinator, Extended schools Co-ordinator, the pyramid and all staff work together in examining improvement in the school environment, school meals, out of school hours learning, school ethos and safety so that pupils and staff feel secure, valued and responsible to meet the challenges and demands of everyday life. Links to the wider school community help pupils to be stimulated in an atmosphere of trust, tolerance and equality of opportunity. This is intended to support and give practical expression to the PSHE curriculum, and to help raise attainment.

Co-ordinator's Role

- To organise the PSHE curriculum and to update as appropriate the KS1 scheme of work to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum
- To monitor and update resources.
- To keep up to date with developments in PSHE, carry out INSET and feedback to colleagues after courses.
- To conduct year group work scrutiny to ensure quality PSHE teaching.

Monitoring and Evaluation

It is the duty of the co-ordinator and headteacher to monitor the development of PHSE within the school. This is accomplished through drop in sessions, classroom observations, scrutiny of planning and scrutiny of pupils' work.

Assessment, Recording, Reporting

Birkby Infant and Nursery School is committed to making the curriculum as relevant to the pupils' needs as possible. Assessments will be made through observation of pupils and their work and by talking to and discussions between pupils.

A statement as to the personal and social development of each pupil will be made in the end of year record of achievement and will be reported to parents.

Informal Curriculum

PSHE is not just addressed in the classroom, but promoted in the school and community in a number of ways such as:

- display
- assemblies which promote attendance, celebrate positive behaviour, personal achievement in class, home and the community as well as showing appreciation and recognition of home and community support for our school and pupils.
- behaviour and discipline policy.
- the development of outdoor facilities used by pupils during playtimes and lunchtimes to promote physical, social and emotional skills as well as supporting a range of curriculum lessons.
- parents' meetings, letters of communication/information and contracts of responsibility.
- parental conferences throughout the Early Years.
- visits and visitors. Visits are arranged to give pupils and staff a wider and practical experience of their local and surrounding environment, the physical, spiritual and academic nature of society. The school similarly invites visitors to talk about their experiences, interests, knowledge skills and culture.

Helping Agencies

At parents' evening health agencies and groups give out advice and advertise contacts to make parents aware of some of the many agencies and groups throughout the area. The school makes use of the following agencies and individuals as support (not replacement) for staff to help deliver and enhance the PSHE programme of study:

- school nurse;
- community police officer
- road safety officers
- community dental officer
- Kirklees library services
- the Health Promotion Unit

Whilst the school is very much aware of safeguarding issues, the school is committed to having visitors in school and for visits out. The learning experiences are planned and designed to address specific learning objectives.

Parents and the local community

At Birkby Infant & Nursery School we aim for PSHE to complement the personal and social development of pupils provided in the home and the local community. A high priority is working with parents and this is a vital part of our whole school approach. Parents are encouraged to become involved in the life of the school and are kept fully informed of school events and occasions through the use of letters, notices and through the school website.

Equal Opportunities & Special Educational Needs

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic.

We recognise that treating people equally does not necessarily involve treating them all the same but means tackling barriers which could lead to unequal outcomes.

We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals. To this end we have tried to ensure that all pupils' needs have been considered when planning the learning objectives, schemes of work and curriculum materials.

In line with our Single Equalities Policy Birkby Infant & Nursery School aims to provide access to a stimulating, broad and balanced curriculum, within a culture of high expectations, where every child matters and barriers are tackled to enable all pupils to feel successful, valued and included, safe and secure.

Review date: Spring 2022 or earlier if determined by statutory requirements or Government guidelines.

Co-ordinator: Rebecca Stanger

Term: Spring 2021