



CASTILION PRIMARY SCHOOL

Engage, Enthuse, Empower



Reviewed	Agreed by Staff	Review Date	Committee responsible for review
September 2020	September 2020	When necessary	Learning and Achievement

PERSONAL SOCIAL HEALTH EDUCATION (PSHE) POLICY

Rationale

Castilion Primary School is a happy vibrant community school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience, in an environment where efforts are valued and all children flourish.

Our school vision and ethos is strongly supported through and embedded in the delivery of our PSHE curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and support the development of children's health and wellbeing, self-esteem and confidence.

We are a Values Based Learning community. Each month the children find out about and explore a particular value. This approach enables the children to learn about both the Global and the fundamental British Values. Our aim is to ensure that children are prepared for, and have an appreciation of life in modern Britain

As part of providing a broad and balanced PSHE curriculum through our agreed PSHE whole school approach we are able to nurture and support the Spiritual, Moral, Social and Cultural development (see SMSC policy). We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole school development. This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole school approach.

Planning, Teaching and Learning

Early Years

Alongside the whole school programme we teach PSHE in Nursery and Reception as an integral part of the Early Years curriculum, using the Development Matters as guidance and objectives set out in the Early Years Profile. Class teachers are responsible for teaching and delivering quality weekly sessions.

KS1 and 2

Each half term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. The teaching and delivering of our PSHE programme ensures that teachers provide learning opportunities matched to the individual needs of children including those with additional needs and with English as an additional language.

As a school our aim is to embed PSHE in every aspect of school life and PSHE is delivered through a range of whole school activities including:

- Weekly PSHE/Values school assemblies
- Celebration assemblies
- Learning assemblies
- Playground buddies
- Learning weeks
- RE days
- School council
- Eco council
- Fund-raising activities
- Celebrating significant days
- Visitors to school

Cross curricular links

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., Science, Geography, History and in topic planning. of safety issues (personal safety, e-safety)

Promoting a Healthy lifestyle

We strongly believe that *'a healthy body means a healthy mind'* and therefore we promote and support children in developing a healthy lifestyle.

We promote the development of healthy living by:

- Curriculum links
- Freshly cooked school meals everyday – healthy portions and balanced meals provided
- Walk on Wednesday initiative
- Sports day
- Range of after school clubs e.g. netball, football, multi-skills, hockey, ballet
- High quality outdoor provision for physical development
- Timetabled weekly PE sessions
- Fresh fruit daily
- Free milk for under 5s
- Participation in inter-school sporting events

Assessment, Recording and Reporting (see assessment policy)

In the Early Years

Class teachers assess children's development and progress in PSHE by making informal judgements as they observe children in their learning and social interactions at school every day. Alongside these judgements, teachers use the Personal, Social and Emotional objectives (as stated in the Development matters) to make more formal judgements of children's progress and development in this Prime Area of learning. Teachers keep a record of children's achievements through daily observations, weekly evaluations or photo children's personal, social and emotional well-being against the Early Learning Goals for PSED.

KS1 and 2

Class teachers make use of ongoing observations to assess children's progress in PSHE. Through these termly assessments teachers are able to track children's achievements and development in PSHE.

Monitoring and review

The Head Teacher, Deputy Head and PSHE Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Senior Leaders and Subject Leaders will carry out quality assurance, assessment moderation, book and planning scrutinies as part of their monitoring process.

Signed: Head Teacher

Date:

Signed: Chair of Governors

Date: