



WILDRIDINGS PRIMARY SCHOOL
Personal, Social, Health and Economic Education
(PSHE) Policy

		Signature	Date
Headteacher	Mr Simon Cope		

Approved by Headteacher	January 2021
Next Review	January 2023

Our school vision

Wildridings is a friendly, professional, caring and safe community where everyone matters. We are dedicated to ensuring that everybody is appreciated as an individual and will provide a nurturing, inclusive, creative environment where every child can thrive through their learning. Within our school, we encourage all of our children to grow as independent individuals, to be safe and to keep others safe, to be self-disciplined, to develop a desire to learn and improve and to be tolerant and respectful of others. Their high standards of behaviour and good manners are essential and actively encouraged at all times. In conjunction with parents and carers, we will strive to ensure that every child has the opportunities to flourish and develop into positive, happy and well-rounded citizens.

All that we do is underpinned by our 5 Golden Values:

‘Be the best you can be’

I will always show respect

I will keep myself and others safe

I will be honest and responsible

I will be a good listener

Rationale

Our school vision and ethos are strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the 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 we support the development of children’s health and wellbeing, self-esteem and confidence. Currently, we are using Boxall profiles to measure children’s wellbeing and have opportunities such as Forest School to support children with their wellbeing, self esteem and confidence.

As part of providing a broad and balanced PSHE curriculum alongside the starting of the RSE (Relationships and Sex Education) and Health Education curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens through weekly PSHE lessons. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school’s practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from nursery through to year 2. This covers themes taken from the new RSE and health education framework alongside the PSHE framework (economic and British values). The current themes, which are always being

reviewed, are starting the year right, relationship with self, mental wellbeing including emotions, relationships with others, safety and looking to the future.

Planning, teaching and learning

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.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

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:

- Providing healthy, freshly cooked school meals every day.
- Encouraging children to cycle or scooter into school.
- We organise sports days for Nursery, Reception – Y2 and Y3 – Y6.
- Offering a range of after-school clubs, such as netball, football, multi-skills, swimming and dance.
- Providing fresh fruit daily and free milk for children under five
- Provide swimming sessions for Year 3 and booster sessions for Year 6
- Provide dance and gymnastic coaching for all year groups.

Assessment, recording and reporting

In the Early Years Foundation Stage (EYFS), class teachers assess children’s development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in 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 and evaluations, or photographs/videos.

In Key Stage (KS) 1 and 2, class teachers make use of ongoing observations to assess children’s progress in PSHE. Class teachers complete a formal PSHE assessment, on Insight, at the end of each theme (termly). Boxall profiles are used to support children who are struggling with their wellbeing, self esteem and confidence.

Monitoring and evaluation

The headteacher, deputy headteacher/inclusion leader and PSHE/RSHE co-ordinators are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.