



## Personal, Social and Health Education Policy

This policy was devised after consultation was carried out with pupils, staff, parents and governors. The implementation of the policy is an integral aspect of school life and as such contributes towards the emotional well being of our pupils. It will also contribute towards the school self evaluation process. The policy reflects the ethos, values and traditions of the school and the Griffin Schools Trust.

Our Riverley values of Creativity, Ambition, Responsibility and Empathy underpin all aspects of school life and were selected by our pupils. Pupils are rewarded for their demonstration of these values and learn about what our shared values mean to themselves and to others. Our Ambassadors are there to be role models and to visible examples of our values.

### **Nature of the policy:**

PSHE is the provision made by the school to promote each child's personal and social development and adopt healthy lifestyles. Where individuals have a positive sense of self they have a strong basis on which they can build relationships with others, learn and achieve. Citizenship will provide opportunities for our children to become confident and responsible individuals in school and the community.

### **Content:**

Under the area of 'Personal, social and emotional development' EYFS pupils will:

- identify and name feelings
- begin to understand why it is important to keep clean
- begin to show awareness of differences and similarities between people
- consider the consequence of their words and actions on others and recognise that bullying is wrong.

Key stage one objectives are for pupils to learn about:

- themselves as individuals and as members of their communities
- the basic rules and skills for keeping healthy and safe
- their feelings, needs and rights and the feelings, needs and rights of others
- taking responsibility for themselves and their environments
- social skills such as sharing, taking turns, playing, helping others, resolving conflict, as well as recognising and resisting bullying.

Key stage two objectives are for pupils to learn about:

- themselves as growing and changing individuals with their own experiences and ideas and as members of communities
- staying healthy and safe, managing risk
- the wider world and the interdependence of communities within it
- social justice and moral responsibility
- how their own choices and behaviour can affect local ,national or global issues and political and social institutions

- how to make more confident and informed choices about their health, behaviour and environment
- taking more responsibility ,individually and as a group, for their own learning
- defining and resisting bullying

In line with the inclusion and teaching and learning policies a scheme of work is in place based on the PATHS programme (Promoting Alternative Thinking Strategies). This is a key aspect of the whole school curriculum and PATHS lessons are taught in all year groups. Themes include self-awareness, relationship skills, self-management and social awareness.

At the foundation stage it is acknowledged that children learn best through play and as such activities and experiences are planned through which children's personal and emotional development can take place. At key stages one and two the curriculum allows for specific ideas and levels of understanding to be explored and understood.

Throughout the school work is based on children's personal experiences as starting points. Regular use is made of external agencies such as the police, fire service and health professionals to support the curriculum. Our partnerships with organisations, such as Kids Company and Enabling Enterprise give our pupils regular opportunities to develop skills and qualities, such as leadership, resilience and entrepreneurship.

### **Planning, Record Keeping and Assessment:**

During the foundation stage pupil's personal, social and emotional development is assessed.

There is no statutory requirement for end of key stage assessment in PSHE, however, teachers assess progress of pupils in line with our PATHS programme. Some pupils may have an intervention, such as a friendship group, and this will be assessed and recorded on our provision map.

Teachers include comments on PSHE in the annual reports to parents.

### **Links**

This policy links with our Behaviour Policy, SRE Policy, SEND Policy, Anti-bullying Policy and Safeguarding Policy.