

ALL SAINTS' C.E. (c) PRIMARY SCHOOL, ALREWAS

PSHE Policy



'Believe to Achieve'
"Living life to the full" (John 10:10)

School Values

Love + Forgiveness + Friendship + Thankfulness + Trust + Respect = Koinonia

General Principles and Philosophy

PSHE is concerned with all aspects of educational and social life.

It seeks to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.
- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- provide opportunities for children to learn and achieve their full potential.

Aims.

The aims of PSHE are encompassed in the overall aim of the school to provide:

'The very best educational opportunities tailored to the needs of our children; enabling them to achieve their full potential. We set out to deliver this in the context of a happy and secure Christian environment that supports the academic, spiritual and social aspects of learning and growing up.'

The aim for our PSHE education is to provide children with:

- Provide care and support for each other within a framework which values the contribution of each person and is responsive to the social, personal, spiritual and learning needs of all.
- Opportunities to foster attitudes of personal responsibility and self-discipline, encouraging children to become independent and contributing members of society, developing good relationships with others based on mutual respect, sensitivity, tolerance and Christian values.
- Awareness of the needs of others and an understanding of the unique qualities of each individual, and a respect for the views and beliefs of others in our multi-cultural society.
- The skills required to cope with change in our increasingly complex world.

Objectives.

Through the 'Core Themes' (Health and Wellbeing, Relationships, Living in the Wider World), the school's planned PSHE programme :

- gives children the opportunity to achieve their physical, emotional and social potential.
- helps children to have a better self-knowledge and to develop their self-esteem.
- provides appropriate health related knowledge and helps children to develop the understanding and skills to use it.
- promotes attitudes and behaviour which contribute to personal, family and community health.
- promotes positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with values and with cultural and religious beliefs.
- helps children to form and maintain worthwhile and fulfilling relationships based on a respect for themselves and others.
- develops children's knowledge and understanding of their role and responsibilities as active citizens in a modern democracy.
- equips children with the values, skills and knowledge to deal with difficult moral and social questions.
- is in line with the non-statutory guidance on PSHE outlined in the revisions to the National Curriculum.

Subject Content.

The three overlapping and linked 'Core Themes' (Health and Wellbeing, Relationships, Living in the Wider World), explore areas of core knowledge, understanding, language, skills and strategies and are taught in accordance with pupils' readiness in all key stages, building upon Early Years Foundation Stage learning. We recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Our PSHE education respects and takes account of children's prior learning and experiences. The curriculum reflects the universal needs shared by all children as well as the specific needs of pupils in school. PSHE is taught through a progressive programme, revisiting themes, whilst increasing the challenge and deepening children's thinking.

PSHE prepares children for both their futures and present day to day lives. Children have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

PSHE education makes a significant contribution to the development of a wide range of essential skills.

The *intrapersonal* skills required for self-management

- Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour);
- Learning from experience to seek out and make use of constructive feedback;
- Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them);

- Making decisions (including knowing when to be flexible);
- Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers);
- Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress);
- Self-regulation (including managing strong emotions e.g. negativity and impulse);
- Recognising and managing the need for peer approval;
- Self-organisation (including time management).

The *interpersonal* skills required for positive relationships in a wide variety of settings

- Active listening;
- Empathy;
- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively);
- Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience);
- Negotiation (including flexibility, self-advocacy and compromise);
- Recognising and utilising strategies for managing pressure, persuasion and coercion;
- Responding to the need for positive affirmation for self and others.

Equal Opportunities (Refer to All Saints' C.E. (C) Primary School's Equality Statement)

All children (irrespective of gender, disability, religious belief/faith tradition, sexual orientation, age or any other of the characteristics protected in the Single Equalities Act 2010) are entitled to participate in and benefit from a broad range of appropriate scientific activities.

Special Educational Needs and Very Able and Talented Children (Refer to All Saints' C.E. (C) Primary School's SEN Policy and All Saints' C.E. (C) Primary School's Policy for Very Able and Talented Children)

All children at All Saints' Primary School will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Reviewed June 2018

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