

Wickford Primary School **PSHE Policy**

Co-ordinator - Dawn Bent (Upper School) Kelly Sidimoussa (Lower School)

This policy should be read alongside the school's Social, Moral, Spiritual and Cultural Policy.

PSHE education equips children and young people with the knowledge and skills to deal with a range of issues they face as they grow up.

At KS1, PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility and make the most of their own abilities and those of others. These are taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility and to make informed choices about their own lifestyles.

At KS2 it also covers:

- drugs and alcohol education
- emotional health and well-being
- sex and relationship education (SRE)
- nutrition and physical activity
- safety (including e-safety) – see e-safety and ICT policies

PSHE education also plays an important role in schools' contribution to the five outcomes of Every Child Matters (ECM) and is embedded throughout SMSC.

Our Approach to PSHE

PSHE is at the centre of teaching and learning situations. The aims and policies of Wickford Primary School reflect the ethos and atmosphere of the school. The fostering of good relationships and respect for individuals are extremely important and we are committed to creating a safe, secure and caring environment for children and staff. The atmosphere should foster and build the self-esteem of all who work in the school.

Aims

We aim to create an environment for children where they can develop the ability to:

- Be self-reliant, self-motivated and self-disciplined
- Take responsibility for their own actions and the consequences of these
- Think critically and make informed decisions within a moral context based on clear attitudes and values.
- To play an active role as members of a democratic society
- To become involved in the life of their community
- To have an awareness of economic wellbeing
- Express opinions confidently and communicate effectively
- To be able to co-operate with others and make and sustain good relationships
- Value themselves
- Enjoy mental and physical health while respecting the mental and physical health of others.
- Use the internet safely, taking into consideration giving out of personal information.

Skills

We wish the children to learn to:

- Co-operate with others, having worthwhile and fulfilling relationships
- Develop opinions and the strength to stand by them whilst respecting and listening to those of others
- Make considered and informed decisions, including use of the internet
- Be self-motivated and independent learners
- To stay as safe and as healthy as possible

Integrated topic / subject approach

The school uses schemes of work for PSHE and plans from them, using other resources as necessary. These may be:

- Paper based
- ICT based, such as video/DVD or internet

The schemes are evaluated constantly and the delivery of the curriculum is reviewed each year.

PSHE is also regarded as an essential part of all curriculum topics. Where there are clear links to other subjects, children will be encouraged to apply their skills. An element of PSHE runs through the whole curriculum and ethos of the school.

School based initiatives to support PSHE

- The School Council consists of two representatives elected from each class. They meet regularly with a staff representative to discuss issues of concern to them and to ensure that all children share ownership of their school. The

council has a grant each year to spend how they wish, although they must canvass opinion and justify their spending to either the Head Teacher or Governors.

- The school has achieved and has maintained the Healthy Schools Standard
- Circle Time is used to develop the emotional, mental and intellectual intelligence of every child in the school.
- Our Learning Mentor and Deputy Head work to train Peer Mediators in the school. The Peer Mediation programme allows pupils to independently seek resolutions to playground and friendship problems. The Peer Mediators themselves are given training to teach them steps to follow to facilitate a solution that all parties are willing to work towards.
- Philosophy is now an integral part of the upper school curriculum and takes place every three weeks within classes, which allows pupils a chance to take part in class discussions that, in effect, are controlled by themselves as they listen to the opinions of others and express their own views.
- Smart Thinking. This is an approach devised by the Behaviour Support Team that involves pupils responding to a given scenario and following the consequences of a number of them in order to build up an idea of what *could* happen so they can make an informed choice of what *should* happen.

This policy was written in November 2018 and will be reviewed biannually or earlier if needed.