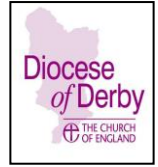
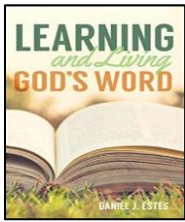




Langley Mill Church of England (Controlled) Infant School and Nursery



Personal, Social, Health and Economic (PSHE) Education Policy



“For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.”
~Ephesians 2:10

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Rebecca Steeples & Leanne Gordon	September 2016	TLC 16/11/2016	TLC/2016/32	September 2018
Karen Scrivens	September 2018	05/12/2018	GB/2018/84	September 2020
Joanna Thurston	February 2020	June 2020	GB/2020/06	February 2022

Langley Mill Church of England Infant School and Nursery

PSHE Education Policy

Intent

Philosophy

The development of the whole child is a priority at Langley Mill Church of England (Controlled) Infant School and Nursery. Pupils' personal and social development is of equal importance as academic achievement. Therefore, PSHE Education is a planned, developmental programme of learning through which the children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Aims

As part of a whole school approach, we aim for our PSHE Education to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. We want our PSHE Education programme to equip the pupils with knowledge, understanding, skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. We aim to support them in positive learning and provide opportunities for them to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future.

Objectives

- To fully adhere to the aims of the EYFS Framework, non-statutory subject guidance for KS1, National Curriculum for drug education, financial education, relationships and sex education (RSE), the importance of physical activity and diet for a healthy lifestyle and meet the pupils' needs, our PSHE Education will:
 - Contribute to personal development by helping pupils build their confidence, resilience, and self-esteem.
 - Support pupils in identifying and managing risk, making informed choices and understanding things that influence their decisions
 - Enable pupils to recognise, accept and shape their identities.
 - Support understanding of and accommodate difference and change.
 - Support pupils in managing emotions and communicating constructively in a variety of settings.
 - Help pupils develop an understanding of themselves, empathy and the ability to work with others.
 - Help pupils form and maintain good relationships.
 - Support development of essential skills for the future to enjoy and manage their lives.

Implementation

Planning

- Long term plans show what PSHE Education unit of work is to be taught each half term across school. These have been carefully designed to ensure coverage and progression across year groups, key stages and school. They have been selected to meet pupil needs, compliment local, national and international events, term lengths and time of year.
- Class teachers develop medium term plans each half term which outline in more detail what will be taught. These are written in parent friendly language and accompany half termly class newsletters.
- The majority of short term planning is undertaken by the PSHE Education leader, utilising specific resources.

Delivery

Whole School

- Promotion of the school vision and values takes place daily in collective worship, class rewards and through the whole of school life.
- Extracurricular events such as trips and visitors are planned across each year to enhance the PSHE Education curriculum.
- PSHE Education includes age-appropriate careers education (raising aspirations linked to Langley Mill foundation).
- Parents and carers are regularly involved in school life to support the PSHE Education programme e.g. half termly parental involvement initiatives
- The home-school agreements in place reinforce a code of expectation related to aspects of PSHE Education.
- Many outside agencies are used as experts to teach the children about key aspects of PSHE Education e.g. NSPCC 'Speak Out, Stay Safe' champions, school nurses and health visitors, police, fire safety officers, rail safety officers, etc.
- Class teachers display PSHE Education work within the main corridor in school and in classrooms to celebrate, stimulate, promote and reinforce work related to PSHE Education.
- The PSHE leader attends appropriate CPD events to maintain expertise and specialism in the field of PSHE Education.
- The PSHE leader supports colleagues in their implementation of the Schemes of Work and ensure staff are fully informed with regards to resources, good practice and professional opportunities.
- The PSHE education leader models good practice in PSHE Education for other staff, demonstrating lessons which provide opportunities for children to learn how to live healthy, safe, prosperous, responsible, balanced lives in a realistic and relevant way that they can relate to and use in their own circumstances.
- The PSHE curriculum is enriched with special events and theme days each term, such as annual Anti-Bullying Week including a cyber-bullying focus day, Safer Internet Day, Empathy Day, International Day Against Homophobia, Transphobia and Biphobia, and Healthy Eating Week which are planned and delivered for the whole school community.
- PSHE Education has a whole school ongoing focus through priority areas such as Bucket Filling, behaviour regulation, attachment awareness, learning behaviours and growth mind-set.

- Regular class council discussions are used to reinforce key PSHE learning.
- Specific interventions are put in place for pupils showing difficulties with SEMH issues such as drawing and talking therapy, 'me time', R-Time.
- Class teachers ensure that knowledge and understanding within PSHE Education is linked and embedded across the curriculum, such as:
 - **English:** Enquiry and communication skills, stories that illustrate aspects of PSHE Education development
 - **Mathematics:** Counting, sharing and handling money
 - **Science:** Drugs, medicine, healthy lifestyles, RSE, the body, safety, the environment
 - **Design & Technology:** Healthy eating, health and safety, hygiene
 - **Computing:** Online safety, communication in a modern world
 - **History:** Decision making, heritage and culture
 - **Geography:** Cultural differences, local and world environmental issues
 - **Art & Design:** Culture, opinion and reflection
 - **Music:** Cultural diversity, relaxation, making the most of special talents
 - **PE:** Healthy choices, the importance of being active, team work, body parts, health and safety, making the most of special abilities, inclusion.
 - **RE:** Respect for others cultural and religious differences, values, morals, responsibilities, relationships.

Early Years Foundation Stage (EYFS)

- Time and space is planned daily to allow all pupils to enjoy and engage in PSED development, both indoors and out, during adult led and child initiated play.
- The PSHE Education lead plans, delivers, evaluates and assesses one discrete PSED lesson per week in FS2 which focusses on making relationships, self-confidence and self awareness and managing feelings and behaviour, linked to the overall topic and class needs.

Key Stage One (KS1)

- The PSHE Education lead plans, delivers, evaluates and assesses one discrete PSHE Education lesson per week following the DCC 'PSHE Matters' scheme.

Inclusion

- We aim to provide a PSHE Education curriculum which is broad, balanced and fully inclusive to ensure all children have equal learning opportunities, regardless of age, ability and gender.
- When planning PSHE Education, staff ensure that activities are inclusive and accessible to all, including those with SEND, matching and challenging pupils' abilities.
- Pupils with SEND who have particular social and emotional difficulties may have specific targets relating to PSHE Education in their IEP/IBP/MEP, and targeted interventions.
- Pupils experiencing difficulties in other areas of the curriculum may excel in PSHE Education.
- Staff believe that PSHE Education promotes equal opportunities and prepares children for life in a multicultural society.
- Staff avoid gender, race, cultural and ability stereotypes within PSHE Education lessons.

Equipment and Resources

- The PSHE Education lead is responsible for auditing, organising, storing, maintaining and ordering quality resources for PSHE Education.
- We have a wide range across school to support the teaching and learning of PSHE Education.
- Most resources are kept in individual classrooms.
- Key literature can be found in the library.
- Specific games and interventions are stored in the SENDCO's/Pastoral Manager's room.
- The hall contains any large equipment related to PSHE Education.
- Teacher resources are in the upstairs storerooms. Planning is on the staff server.

Assessment

Assessment of PSHE Education is an ongoing process:

- All staff continually talk to and observe children in their daily activities/lessons, using these observations to make assessment judgements.
- In EYFS, staff make daily observations during play and adult led activities, feeding these into electronic and paper learning journeys against relevant Development Matters steps. Information from these gives a half termly summary of attainment of individuals, groups, classes and cohorts.
- At the end of EYFS, children are given a grading for relevant Early Learning Goals (ELGs).
- In KS1, staff carefully observe and assess pupils as lessons/activities progress and scrutinise recorded work, feeding these into end of term summative assessments.
- P-Scale objectives and Boxall profiles are used to assess pupils experiencing difficulties with elements of PSHE Education.
- Class teachers and the PSHE Education lead analyse summative data to ensure good progress and fuel future plans.

Monitoring and Evaluation

- The PSHE Education leader uses a range of monitoring and evaluation activities to inform next steps, identify gaps within the curriculum and decide on what needs to be implemented to move children forward.
- The PSHE Education leader provides an annual subject evaluation, action plan and report to disseminate successes and future plans and actions for development each year.
- The PSHE Education leader has regular non-contact time to organise events and festivals across school and to monitor and evaluate the subject.
- The PSHE leader monitors the delivery and impact of specific interventions.
- The nominated governor for PSHE Education is involved in monitoring and evaluation in conjunction with the PSHE Education leader.

Impact

- Pupils make good progress in their personal, social, emotional, economic and health knowledge and attitudes across years, key stages and the whole school.
- Pupils gain the knowledge, skills, and attributes they need to keep themselves healthy and safe and to manage their lives, now and in the future.

- Pupils achieve their academic potential, and leave school equipped with skills they will need throughout later life.
- Pupils develop the skills and attitudes needed to thrive as individuals, family members and members of society.
- Pupils make more responsible decisions and better manage opportunities, challenges and responsibilities they face.
- Pupils do better across the curriculum as PSHE Education supports their wellbeing and tackles issues that can affect their ability to learn, such as anxiety and unhealthy relationships.
- Pupils develop skills and aptitudes such as teamwork, communication, and resilience, which are crucial to navigating the challenges and opportunities of the modern world.
- Parent relationships are strengthened as they welcome a partnership between home and school which supports their children's personal and social development, and helps deal with issues such as those related to mental health and staying safe, both online and offline.