

## **A5: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)**

### **This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs**

#### *Policy Statement*

Stretton School strives to develop the self-knowledge, self-esteem and self-confidence of every child in our care fostered by, for example, the use of positive language and the setting of good examples. The aims of the school's behaviour policy are to encourage children to accept responsibility for their behaviour and to consider the consequences.

Personal, social, health and economic education helps pupils to develop as confident, healthy and responsible individuals. All aspects of a child's experience at home, school and out of school contribute to this development. PSHEE is fundamental to the development of the whole child and the curriculum promotes their spiritual, moral, social and cultural, mental and physical development. It also prepares pupils for the opportunities, responsibilities and experiences of life. PSHEE is increasingly concerned with life in modern Britain, what constitutes British Values and how best to uphold these.

It is important to remember that personal rates of development are not and cannot be standardised. A pupil's self-esteem at age 5 may well be far higher than at age 14 as a result of life experiences.

We must also consider that it is extremely difficult to determine what a pupil is thinking or feeling simply by observing. It is important that every child has an opportunity to contribute their thoughts and feelings. Also compliant behaviour may be the result of pupils using their skills and knowledge to play the system to achieve some hidden objective.

### *Aims*

- To foster an appropriately positive regard for self and others and their needs.
- To foster high expectations for life in social, academic, creative, spiritual and sporting disciplines.
- To develop life skills to enable them to participate independently, effectively and safely in society.
- To promote positive relationships with everyone in society and the local community.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To enable pupils to understand the different cultural traditions by acquiring an appreciation of and respect for their own and others' cultures.

- To enable pupils to distinguish right from wrong.
- To take increasing responsibility for their own behaviour and lives.

The achievement of these aims requires pupils to increase their knowledge and understanding of themselves, others, their immediate environment and the world in which they live. They will need to learn and practise processes and skills which will enable them to achieve the following skills:

- Look after their personal needs including diet and exercise
- Work independently
- Participate effectively in groups
- Make their own decisions
- Assess their own abilities and capabilities

### *Whole School Approach*

This necessitates the creation within the school of a warm, caring, supportive atmosphere in which all pupils, staff and parents know that they are valued.

Our supportive school atmosphere should take account of such areas as:

- The pupils as individuals
- Good communications
- Pastoral needs
- Multi-cultural education
- Positive achievements
- Views of all members of the school community

Each area of the curriculum has a contribution to make to PSHEE. All teaching staff are able to utilise whichever curricular areas are appropriate to promote the following:

- Positive attitudes towards themselves and others and the ability to cope with emotions and a variety of experiences.
- Tolerance, respect and a willingness to co-operate and share with others.
- Skills in working independently and taking responsibility for their own learning.
- Confidence to show initiative and imagination.

### *Fundamental British Values*

The teaching of fundamental British Values helps children to develop as members of school and the wider community. It is concerned with the issues of right and wrong, rights and responsibilities, fairness, rules and law, power and authority, equality and difference, communication and identities, democracy, conflict and cooperation.

As children grow and develop, this helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and the lives of others. Children are encouraged to respect themselves and other people, regardless of race, religion, ethnicity or culture. Children are set a consistent example and high standard by every member of staff to ensure that fundamental British Values are not only promoted, but a way of life.

### *Democracy*

Children have the opportunity to have their voices heard through our School Council and Children Questionnaires. Children are also encouraged to voice their thoughts and opinions through circle time and class discussion. They contribute to class rules and Assemblies.

### *The Rule of Law*

The importance of laws, whether they are within the class or the school are consistently reinforced throughout the school. Children are taught the value of rules and the law and the consequences when these are broken. Staff all prioritise positive reinforcement (through awarding of stickers and House Stars); a system of sanctions is also in place.

### *Individual Liberty*

Within school all children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We teach and provide boundaries for young children to make choices safely. We encourage them to know, understand and exercise their rights and personal freedoms and how to exercise these safely.

### *Mutual Respect*

A love of learning is fostered within an environment in which each child can feel a sense of belonging. Respect is discussed during Assemblies, class discussions and through the School Council. We encourage all children to treat each other with respect.

### *Tolerance of those of different Faiths and Beliefs*

Children are given opportunities to experience diversity through assemblies, circle time and class discussions. Children learn about different religions through the curriculum. The school would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including “extremist” views (see Prevent Policy).

## *Health and Wellbeing*

Children are taught through the Early Years Framework and Curriculum:

- To understand what is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to make informed choices about health and wellbeing
- How to respond to an emergency

## *Relationships*

Children are taught through the Early Years Framework and Curriculum:

- How to develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- How to recognise and manage relationships
- How to recognise forms of bullying and abuse
- How to ask for help
- How to respect equality and diversity

## *Economic wellbeing and being responsible*

Children are taught through the Early Years Framework and Curriculum:

- About respect for self and responsible behaviour
- About responsibilities as members of families and other groups
- About different communities
- To respect and protect the environment
- Where money comes from, how to keep it safe and the importance of managing it effectively
- How money plays an important part of people's lives

### *Self-Esteem/Personal Development*

High self-esteem is crucial if children are to benefit fully from the variety of experiences offered throughout the curriculum.

In the school children will be provided with opportunities to experience success in a variety of contexts, such as:

- Being a messenger
- Handing out resources
- Displaying presentations of work
- Negotiating class and school rules
- Monitoring
- Assisting on trips

We actively encourage every child to make a positive contribution to make and will use all areas of the curriculum to enhance the self-esteem of all our children.

Opportunities are taken to help children to explore in class, group, on stage or in one-to-one situations, the way in which past and present experiences can affect their feelings and attitudes and how their ideas about themselves have been influenced by messages received from others.

### *Inter-Personal Relationships/Social Development*

There are many opportunities in the school for developing pupils' skills in relationships. We will strive to assist pupils to recognise these skills and to further develop them. This involves paying attention to roles, interaction, values, communication and behaviour in all situations. Much of this will be achieved by creating a class and school ethos in which pupils and adults are expected to treat each other with mutual respect and consideration.

Themes such as the following lend themselves to furthering inter-personal relationships:

- People Who Help Us
- My Friends
- My Family
- My Community

Within this area we will also focus on the following:

- Communicating needs to others
- Listening and responding to the needs of others
- Communicating own ideas
- Respecting the views of others
- Maintaining stances
- Sharing
- Bullying
- Forgiveness
- Perseverance
- Changing behaviour
- Supporting each other

### *Independence & Interdependence/Social Development*

Growing up involves an increasing awareness and recognition of dependence, independence and interdependence. Recognising when it is appropriate to act in these ways is a sign of maturity.

At every stage staff will encourage pupils to act with increasing independence and provide opportunities for them to do so. At the same time the school will assist the children to recognise that increased responsibility goes with increased independence. Children have to learn that when they have freedom to choose and make decisions that they have to accept responsibility for that choice and the ensuing consequences.

We foster an attitude of viewing problems as learning opportunities for the children. We will present children with challenges which stimulate creativity, collaboration and innovativeness. We will take all opportunities to highlight that while acting independently and living in society sometimes it is necessary to make concessions to enable others to achieve their goals.

Examples of pupils' potential development are:

- Carrying out a range of tasks on their own or in a group
- Discussing more than one strategy for coping with or tackling problems
- Asking for advice and independently acting on it
- Showing ability to set realistic goals for self and others
- Accepting that others' needs may be more important than their own
- Demonstrating their ability to select from an increasing range of choices and discussing the reason for the choices made
- Taking increasing responsibility for their own actions
- Pupils being encouraged to extend their thinking through addressing questions related to areas such as peer or media pressure and cultural influences.

*How does the school achieve this?*

- Assemblies
- Circle Time
- Class discussions
- Agreeing classroom rules
- School Council
- Monitors
- Religious Studies
- PSHEE lessons and discussions
- Reward systems
- “Reward Toys” within Early Years

Agreed and approved by the School Advisory Board

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