** WEALD CPS**

**PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY**

(underpinned by Character Education and Global Learning)

# RATIONALE

Personal, Social and Health Education takes place throughout all aspects of school life at Weald. It contributes to the development of a pupil’s individual identity, sense of self-esteem, direction in life, and ability to be resilient. It contributes to a pupil’s emotional development and maturity. All of these factors depend upon the pupil’s active participation in the learning process. Pupils’ different experiences at home and the age at which they enter school mean that they will be at very different stages of personal development in the Reception Class, and indeed as they progress through the school.

# AIMS

* The development of a personal identity and high levels of motivation
* The development of character; notably, **curiosity, independence, integrity, self-control, optimism and social intelligence.**
* Positive social interaction and the skills to live with, work with and respect others

# OBJECTIVES

* The enhancement of self-esteem and the development of motivation
* The development of the individual to be independent, enabling him/her to make informed choices and decisions
* Improved interpersonal skills enabling pupils to work independently or collaboratively
* The development of each pupil’s sense of responsibility for their actions (see Positive Behaviour Policy).
* Contribution to class and acceptance of rules
* An increased understanding of the school as a community, and of the wider community (citizenship).
* The ability to recognise feelings, manage their behaviour and its impact on others
* Recognition of the need for change and the ability to deal with it

# PRINCIPLES OF TEACHING AND LEARNING

PSHE is about people and how they develop and fit into an ordered society.

**PSHE takes place in discrete lessons in response to learning objectives/questions posed in PSHE assemblies.** It also takes place in other subjects; the Joint Curriculum Project with Kanthenga School, Malawi is particularly effective in developing children’s cultural appreciation. Pupils’ learning in PSHE is fundamentally affected by the ethos of the school.

Effective teaching of PSHE uses a range of teaching strategies, which include group work, circle time, debate, discussion, role-play and the use of visitors and outside agencies.

The teaching strategy of circle time is a key to developing life skills. This involves the teacher enabling pupils to learn about themselves and their interactions with others.

Where visitors are used to support and extend classroom teaching, they should be used to complement the school scheme of work. A teacher should always remain present and retain overall responsibility in the classroom.

The PSHE programme covers areas of knowledge such as responsible behaviour, understanding personal feelings, people who help children, the fundamental British Values and human rights. The programme develops pupils’ skills in relation to how they manage themselves and how they relate to others. It provides opportunities for pupils to explore attitudes and feelings independently and with others.

The PSHE programme may incorporate Relationship and sex education - this is dealt with in a separate RSE policy and where applicable, and the drugs education programme.

# DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS

Pupils will be at different levels of maturity, will have different life experiences and very different attitudes and feelings. Lessons are planned to allow different perceptions to be discussed with all contributions being valued and respected. In relation to some sensitive issues, such as sex education, the teacher will ensure that this discussion takes place within a moral and legal framework.

The needs of pupils with SEND will be taken into account by the teacher who may need to provide different resources, activities or specific support to some pupils. Where pupils’ IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these.

# BREADTH AND BALANCE

The programme will be delivered through a wide range of activities, including the use of PSHE assemblies and external agencies. This will be broad and balanced to allow for pupils’ different learning styles.

# CROSS-CURRICULAR LINKS

All subjects contribute to PSHE, in the development of skills, attitudes, values and feelings. Some subjects have a specific contribution, such as sex education through Science. Wherever in the school curriculum pupils are given the opportunity to learn about themselves, to work independently or to collaborate with others, a contribution is being made to their personal and social development.

# EQUAL OPPORTUNITIES

The school’s accessibility, racial and equal opportunities policies applies to PSHE. Where appropriate, teaching materials, individual and group activities reflect the cultural and ethnic diversity of British society. We try to avoid stereotyping, in terms of race and gender, and pupils’ progress is monitored to ensure no pupil is disadvantaged. Pupils’ religious beliefs will be respected. Parents are always welcome to discuss these issues with staff.

# ASSESSMENT, RECORDING AND REPORTING

Pupils will be given the opportunity to assess themselves, and within a positive and supportive framework, assess their peers. Character Builder assessment will take vplace at least twice per year to measure the development of character in response to engagement with the PSHE programme.

Pupil development will be reported to parents in the two interim reports (November & February) and in the annual written report. There may also be verbal feedback on other occasions and at formal parent consultations.

Reviewed: December 2019

To be reviewed: December 2020