



CONIFERS SCHOOL PSHE POLICY

POLICY STATEMENT

The fostering of personal and social development is implicit in the ethos of Conifers School. It can be seen in the quality of relationships, the attitudes of pupils and the sense of pride in the school. Pupils have planned opportunities to develop knowledge, understanding and appreciation of themselves, their relationships with others, their social responsibilities and morality.

Personal and social education sets the tone of a school and underpins all aspects of its work. Teaching and non-teaching staff and governors promote shared values and clear expectations so that pupils have a secure framework in which to learn about themselves and to prepare them for the opportunities and challenges that life offers them.

Aims

- To promote the spiritual, moral, cultural, mental and physical development of all pupils at Conifers
- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety issues (including e safety).
- To understand what makes for good relationships with others.
- To have respect for others.
- To be independent and responsible members of the school community.
- To be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- To develop good relationships with other members of the school and the wider community.
- To prepare pupils at Conifers for the opportunities, responsibilities and experiences of later life.
- To help develop the children's sense of what it means to be British and the values this instills in them.

Objectives

To enable the children to:-

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem and informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PHSE programme for pupils at the school. The PHSE we deliver is designed to support the important role of parents in this area.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Headteacher.

Learning and Teaching

- During timetabled PSHE time (usually taking the form of whole school PSHE Days for cross year group interactions), an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group- work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of our five school rules which are made explicit to the children and reinforced consistently. These rules are embedded throughout Conifers including the EYFS.
 - Be polite
 - Be honest
 - Be gentle
 - Be kind and helpful
 - Work hard
 - Listen to people
 - Look after property
 - Be a good ambassador for the School

- Visiting speakers e.g. the police and charity workers also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability.
- Learning opportunities are matched to the individual needs of children with learning difficulties.

Assessment, Recording and Reporting

- Teachers assess the children's work by making informal judgements as they observe them during lessons.
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- Our Celebration Assemblies celebrate personal achievements, the children's work is displayed and their names published in the bulletin. This develops positive attitudes to learning.

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and SLT support colleagues in the teaching of PSHE by giving information about current developments in the subject.
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Reviewed: February 2019	Signed: E. Smyth Head Teacher Date:	Signed: D. Hanbury Chair of Governors Date:	Next review: April 2020 or sooner if needed.
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