

**Personal, Social, Health and Education Policy**  
**Yeadon Westfield Infant School**  
**2020-Review 2023**

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.*

**Introduction**

PSHE is an important subject to teach, it is vital if pupils are to learn how to keep safe and healthy in an ever changing world.

The National Curriculum (September,2014) states that all schools must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils. It must promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. It should make provision for personal, social, health and economic education (PSHE) drawing on good practice.

We take the point of view that it is our responsibility to promote the personal and social development of all our pupils in a systematic way through the teaching of PSHE. This includes both statutory requirements and the non-statutory guidance.

Our PSHE curriculum where appropriate, includes and builds upon the statutory requirements outlined in the national curriculum and follows the guidance on drug education, sex and relationship education (SRE), the importance of physical activity and leading healthy lifestyles.

Our school strives to provide a PSHE curriculum which helps our children acquire the skills, knowledge and understanding they need in order to become informed and responsible citizens.

**Aims**

Through our general school curriculum and our teaching of PSHE, we aim to give children the self-awareness, confidence and positive self-esteem they need to:

- make the most of their own and others' abilities
- play an active role as a member of a democratic society
- develop independence and responsibility
- respect the differences between people
- have worthwhile and fulfilling relationships
- keep themselves and others safe
- stay as healthy as possible

## Curriculum Organisation

We follow the DfE guidance on PSHE, the national curriculum and the SEAL schemes of work to provide the best possible curriculum for our children.

We now follow the Leeds PSHE Primary Scheme You, Me and PSHE ( from Islington) which we have adapted to complement our SEAL lessons.

The scheme has been divided into 7 strands.

- \*Sex and relationship education (SRE)
- \*Drug, alcohol and tobacco education (DATE)
- \*Physical health and wellbeing
- \*Mental health and emotional wellbeing
- \*Keeping safe and managing risk
- \*Careers, financial capability & economic wellbeing
- \*Identity, society and equality

The new PSHE scheme runs alongside our SEAL scheme of work which also has 7 strands.

- New Beginnings
- Getting on and falling Out
- Say No to Bullying
- Going for Goals
- It's Good to be Me
- Relationships
- Changes

PSHE is taking place all the time in our school. It is reflected in the ethos of the school, the nature of relationships with and between staff, the displays in school and the outside environment of the school. PSHE is taught:

- in the classroom as a discrete subject following the scheme of work
- in the classroom as part of the broader curriculum
- in assemblies
- through pastoral care and guidance
- through regular class circle times
- on school visits;
- by visitors to school;
- through curriculum enrichment (e.g. raising money for charity).

PSHE has a spiral curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. It will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience. We aim to use a wide variety of resources, invited guests such as the school nurse, posters, literature provided by outside agencies and a wide range of children's story books.

### Assessment, Recording and Reporting

We use both formal and informal methods of assessment. Teachers do a pre-assessment at the beginning of a topic to see where children's learning is and then again at the end to see their progress. Through observation, monitoring of written work and discussion with children, assessments of skills, knowledge and attitudes will be made that recognise the achievements of all children. On-going assessment is used to inform planning, and we aim to involve children in their own learning through explicit learning objectives and age-appropriate strategies for self-evaluation.

Comments on PSHE are made in the annual progress reports made to parents and progress is shared at parent evenings.

### Related Policies

PSHE is linked closely to the following policies:

- Relationships and Sex Education Policy
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Healthy Schools Policy
- Single Equalities Policy
- Inclusion Policy
- Special Educational Needs Policy

### Confidentiality

Due to the nature of Personal, Social, Health and Education, including Relationships and Sex Education, children may make disclosures and ask for confidentiality. Staff are referred to the Child Protection Policy and will follow school procedures.

### Subject review and monitoring

The PSHE coordinator is responsible for monitoring the standard of teaching and learning in PSHE with support from the SLT.

The coordinator supports colleagues by sharing information, keeping all staff informed of current developments and providing training when appropriate.

M.Whitehead