



West Byfleet Junior School

PSHE Policy

2019

What is PSHE?

It represents concern for the Personal, Social, Health and Emotional development of young people.

Our main aim as a school is for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

What are the aims of PSHE?

- To enable children to develop knowledge, skills and understanding needed to lead more confident, healthy and independent lives.
- To help enable pupils to recognise their own worth, work well with others, both as a leader and as a member of a team and become more responsible for their own actions and their consequences.
- To help pupils to reflect on their own experiences and understand how they are developing personally and socially and to help pupils form effective and fulfilling relationships.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: Spring 2020

- To help pupils to tackle many spiritual, moral, social and cultural issues that are part of growing up and to understand and respect our common humanity and cultural/ethnic diversity.
- Enable pupils to find out more about the way political and social institutions affect their lives and to learn about their rights and responsibilities as individuals and as part of the community.
- To enable pupils to understand the importance of mutual respect and unique identity.

Scheme of Work

As well as using the previously implemented SEAL Scheme of Work, the school has adopted a values based approach to teaching and learning which is part of everyday school life and is taught through the Creative Curriculum and circle times

Teaching/Learning Strategies

As PSHE is concerned with the development of the whole child, it is important that strategies for teaching and Learning in PSHE provide pupils with opportunities to explore their values, attitudes and behaviour and to express their hopes and fears.

The learning experience for pupils should include time for reflection - what happened? What did I think and feel? Why? What did I learn?

It should also include time for consolidating learning - making sense of what has been discussed or what has happened, exploring feelings, sharing learning with others.

At times it may involve the pupils in trying out new ideas - what or how am I going to change as a result of this?

Asking pupils to reflect or review their own learning is an essential part of PSHE.

Pupils learn best if they feel safe and happy and they are more likely to take risks with their learning if the classroom climate encourages and supports positive support for each others views. This can be helped by classes developing class rules or the whole School developing a Behaviour Policy.

Progression

The Scheme of Work has built in progression, ensuring that pupils meet more complex issues in Upper Key Stage 2.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: Spring 2020

Celebration of Achievement

In order to build pupils self esteem, develop a sense of community and belonging and create a positive atmosphere in School, the School offers many ways to celebrate achievement. These include:

1. **Silver, Gold and Platinum /awards** for hard work, good progress and good behaviour. These are given out in assembly to reinforce the importance celebrating achievement as a School community.
2. Each class teacher chooses a **'Star of the week'** from their class for excellent conduct and that child is presented with a sticker in our celebration assembly on a Friday.
3. Individual teachers may add to the School rewards by developing their own system of **targets or motivators** in class and continual positive teacher feedback in class.
4. Review **Pupil targets** in core subjects.
5. **Open Evenings and Parent Consultation evenings.**
6. Celebrating pupil achievement in **assemblies, class/year assemblies, Weekly Newsletter and on the School Website, Headteacher Awards, Stars of the week, displays, Art Gallery.**

School Environment

Pupils' personal, social and emotional development can be actively encouraged in School by a positive School ethos, positive relationships between staff and pupils and amongst staff themselves as well as a positive School environment. The School environment is particularly affected by positive displays in and around School. A School with a positive ethos will:

1. See pupils as young people who can be trusted and shown respect.
2. Value democratic processes with staff and pupils.
3. Encourage parents to value education and see it as a partnership between home and School.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: Spring 2020

School Council

West Byfleet Junior School has a School Council and this is made up of pupil representatives from each class, one boy and one girl representative. The School Council meets weekly, either as a whole group or their smaller sub-sections. It provides an opportunity for relevant issues to be discussed by the Council which is then shared back in the classroom. This provides an opportunity for pupils to contribute to issues that affect their whole School community. It enables staff and pupils to work alongside each other to solve problems and improve provision within the School.

Head boy and Head girl

In September, every child in the school is given the chance to vote for a Head Girl and Head Boy from Year 6. The children are given a badge and the Headteacher outlines expectations and their responsibilities. Responsibilities may include: leading assemblies; organizing charity days; organising the transition day for Year 2 parents. They are trusted not to be supervised when undertaking a task.

Equal Opportunities

In order that all pupils are valued equally and have opportunity to develop confidence in PSHE, teachers will try to ensure that all children have equal opportunity to express their views and opinions.

Assessment/Reporting

Although there is no formative assessment in PSHE; teachers are continually assessing pupils' progress on an informal basis in PSHE and often use the SEAL self-evaluations for each unit. This is often reported on to parents in the Annual Report.

This policy also links to our Child Protection and Safeguarding Policy.

Policy: PSHE
Governor Committee: C and L
Nominated Staff Lead: Deputy Headteacher

Status: Non Statutory
Review cycle: Annual
Date of next review: Spring 2020