

HOLY TRINITY PEWLEY DOWN SCHOOL PSHE POLICY

Opening Statement

At Holy Trinity Pewley Down we seek to foster a caring family environment. Our PSHE policy is underpinned by the principal of 4 way respect that permeates every aspect of life at Holy Trinity Pewley Down – adult to child, child to adult, child to child and adult to adult. The aim of our PSHE curriculum is for the children who leave Holy Trinity Pewley Down to be well balanced, thoughtful, considerate and proactive members of their communities. PSHE at Holy Trinity Pewley Down is embedded within our assemblies and worship as well as our creative curriculum, and forms an integral part of the ethos of our school. It is the part of our curriculum where children truly “Learn To Live”.

AIMS

Our aim is to create an ethos in the school which:

- Provides a welcoming, stimulating, sensitive and safe environment where children are able to gain self esteem and become responsible and independent people
- Builds trusting and tolerant relationships, and thus builds supportive links with home, community, health professionals, church and school
- Educates children about their role in the wider community, encouraging them to have ideas and opinions, for example on environmental issues, and to play an active role as citizens of their local communities and the wider world

OBJECTIVES

The objectives of the PSHE Policy are to:

- to encourage quality relationships adult to child, child to adult, child to child and adult to adult
- promote self-esteem by giving the children the opportunity to understand themselves and their feelings
- promote good relationships by providing opportunities to express themselves and their needs to others
- ensure links between home, community, health professionals, church and school by making our school open and accessible to the wider community
- encourage the children to become involved in the local community under supervision e.g. choir, harvest distribution etc

- to alert the children to the dangers of drugs, smoking, HIV and AIDS – see the drugs ed policy for details (RISK scheme of work)
- actively to oppose any contentious issues, including bullying, race and gender, by openly discussing, listening and responding to these issues
- to provide a general atmosphere of happiness and friendliness
- to foster attitudes of respect and understanding between teaching staff , non teaching staff and children
- to ensure that the physical environment is safe
- to teach the children to have an awareness of the dangers which are in evidence inside and out of school e.g. Road Safety, correct use of tools, child protection
- to teach the children the importance of a balanced, healthy and hygienic life style

When to Teach PSHE

Like all other aspects of the curriculum, PSHE is embedded in our Topic based curriculum. A scheme of work has been produced based around the SEAL materials which ensures a rolling programme, which progresses according to the children's needs. Self esteem, care and respect for others, emotions and the emotions of others, and the way in which our behaviour impacts on others is largely discussed through assembly and our weekly thoughtful times. Teachers also respond to the needs of their class, responding to issues and events as they arise, and making time to discuss with individuals and the whole class as appropriate.

Some aspects of PSHE, for example bullying and child protection, are addressed each year at an age appropriate level though a circle time in class. Teachers may well use the circle time format in curriculum time to address PHSE issues within other aspects of the topic.

All other aspects of PSHE, including Sex Ed and Drugs Ed, are taught as part of our topic based curriculum, using a range of teaching and learning tools and resources.

SEN

It is a part of our PSHE policy that all children feel included and able to access the PSHE discussion. Teachers differentiate activities in the classroom in the usual way.

We are aware that a very special set of circumstances may affect children's learning in PSHE. Circumstances at home or events in the child's past may affect their responses to session content, and children's ability to discuss sensitive and difficult issues is dependent on their

emotional and social development. Teachers know the children in their own classes, and are best placed to adapt the tone and content of discussions to meet the needs of the children in their classes. We offer extra time and support to children who need it.

Date of Policy: May 2010

Date of Review: May 2012