



Weston Mill Community Primary School

P.S.H.E. POLICY



RATIONALE

At Weston Mill we are very aware that personal, social, moral and health education is central to the aims of our school and the National Curriculum. We recognise the importance of a clear policy that guides teachers. This policy is the result of recent and ongoing staff development. As a result of this training we recognise the need to combine the historical aspects of P.S.E. , moral, health, drugs and sex education into a holistic work programme. This is reinforced by our involvement in the PNS SEAL programme .- raising the issue of CITIZENSHIP. Through this approach we expect children in our care to become equipped for their role in contemporary society. This approach is enhanced by the powerful sense of community that is an integral part of Weston Mill Primary School.

PURPOSE

Through our strong sense of school family and shared vision we aim to:

- Provide a secure and caring environment within the school.
- Ensure every member of the whole school community shall have equality of opportunity, regardless of background, gender, ability, ethnicity, age, religion and disability.
- To foster children's development as individuals and to develop their potential as members of society.

Personal, Social and Moral Education should develop the whole child. The various aspects of P.S.M.E. can be delivered discretely or incorporated throughout the National Curriculum. These aspects are:

- Health Education.
- Citizenship.
- Environmental Education
- Careers
- Economic and Industrial Understanding.

As well as the planned curriculum, many contributory activities should be used to support P.S.E. These include visits and trips, residential experience, extra curricular activities and links within our local community. Throughout our educational careers at Weston Mill we address P.S.E. in the following ways:

Improving self- esteem

The self-esteem of each child is developed in order for him / her to feel valued and part of our school family. Children are encouraged to achieve their best, through recognising achievable goals and celebrating success. Praise is given in a variety of ways, (see behaviour policy). Children with special needs often receive an enhanced programme to

ensure success and the willingness of our children to learn is an indicator of their well being.

Allowing children to make informed choices and decisions

There are many opportunities within the planned curriculum to develop these skills. It is part of the learning process that decisions are tested and evaluated and teachers regularly create the experiences that allow children to look at their work and the work of others and recognise where appropriate choices have been made. In particular our behaviour policy reinforces the child's understanding of how he / she can control situations and performance. Examples of the children exercising their rights include: the school council, school grounds committee, and circle times where children consider their classrooms and learning environment as a whole.

Coping with transition

The transition period from home to school, class to class or school to school can be equally an exciting and traumatic experience. Therefore Weston Mill Primary School adopts a policy of welcoming new children and introducing them to their new class prior to starting. This applies to all ages of children. We also have a well-established programme of induction for our year 6 pupils moving up to Key Stage three.

Realising they are cared for when ill at school.

If a pupil is unwell parents are contacted and the child is placed in the medical room or quiet room and looked after by a member of staff.

Developing and maintaining relationships

At Weston Mill we recognise the importance of high quality relationships between all members of our school community. This includes the wide range of visitors who come to the school. We aim to ensure that all members of our school family understand the needs of others. This then creates people who recognise the positive role that they can play in the working of our school. The emphasis is upon ownership and responsibility. Examples of positive relationship building include:

- Circle time / P.S.E. / group discussion exploring class, school and out of school issues.
- School Parliament
- Class monitors
- 1 to 1 reading (adult / child)
- Parental help within school
- Formative assessment and shared target setting.

Recognising personal skills, qualities and rights

We are keen to stress the fact that our children are all individuals. Through our P.S.E. work the objective is to develop individuals who are able to recognise their own rights and responsibilities as well as being able to understand, accept and learn about people with differing practices, beliefs, lifestyles, work habits, disabilities, ethnic grouping, social circumstances and learning needs. We actively encourage children to find an area in which they can be successful.

Being encouraged to lead a fulfilling life

We are proud of the range of extra curricular activities that support the National Curriculum. Clubs available to children at Weston Mill include:

Choir	Cricket	Arts & Craft
Dome Club	Forest School	Science
Football	Netball	Gymnastics
Recorder	Tag Rugby	Spanish

Further information and details about aspects of P.S.E in practice can be found in the following policies:

Behaviour	Health and Safety	Sex and Relationship
S.E.N. Information Report and Policy	Collective worship	RE Policy

Health Education Policy

Our health education programme plays an important part in our work to prepare pupils for adult life. At its heart is the importance we place in developing each child's ability to think and make informed decisions about his / her life as well as considering the impact of his / her choices upon others. This is placed in the context of an ever changing outside World where children are facing life decisions that depend upon clear understanding and sufficient self-esteem to make the correct choices.

Purpose

The health education programme aims to:

- Provide knowledge or create a situation in which it is acquired.
- Create opportunities for children to explore and express attitudes and beliefs and to consider the many kinds of different relationships.
- Balance influences such as family, peer groups, culture, community, legal and media.
- Provide opportunities for children to learn and practice behavioural skills in order to use their knowledge.
- Foster self-worth and awareness together with a sense of moral responsibility.
- Educate for life and living.

Guidelines

At Weston Mill the health education programme is integrated within existing curricular themes and planned for progression across Key Stages 1 and 2. In all areas of health education the following strands are covered:

- The child's knowledge and understanding of his / her physical self.
- The child's knowledge and understanding of his / her emotional self.
- Social skills.
- Awareness of the child's own environment and that of others.

Drug Education Policy

As part of their statutory duties the Governors of Weston Mill Community Primary School have agreed to this policy of drug education.

It is an extension of the learning programmes that are introduced and developed throughout the school. It is very much a “through school” approach where concepts, attitudes and skills are developed through a progression of activities. This approach is co-ordinated with the annual visit of The Life Education Centre’s caravan to stimulate a health week. The key aim of our drug education provision is to produce children who are equipped with the skills, knowledge and self-confidence to make informed decisions and choices.

The current situation

- During the Health Week themes related to health and drugs issues are explored.
- The Life Education Caravan visits annually and provides a progression of workshops for each class group. These are based upon key themes of:
 - Understanding how my body works
 - Friendships and peer pressure.
 - How to make decisions.
- During the week other thematic approaches follow up the key theme of the L.E.C. There is also a programme of activities that develops the self-esteem of individuals so that they recognise issues of choice and feel able to understand and manage peer pressure.
- Beyond Health Week, drug related issues are covered when opportunities arise. These are usually covered in circle time sessions that respond to the media or local issues.
- Parents are actively encouraged to monitor the experiences of their children by visiting the L.E.C. Regular evening sessions are provided for parents where visits from the Devon and Cornwall Constabulary Youth Affairs Officer provides parents with real experience of drugs and supports them in providing key information to answer their questions.

Agreed by Governors on _____

Chair of Governors signature _____

Date agreed _____