



# Fairfield Community Primary School

## PSHE&C AND PSED POLICY

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### **RATIONALE**

The development of personal and social skills is crucial to success and fulfilment in adult life and we take the view that it is our responsibility to promote this in a positive and supported way.

PSED / PSHE&C is central to the educational entitlement of all the children at Fairfield Community Primary School and it is an integral part of all aspects of life at school. The teaching of this subject supports the Behaviour Policy.

*PSED – Personal, Social, Emotional Development is part of the Early Years Foundation Stage curriculum for children in the Foundation Stage class.*

*PSHE&C – Personal, Social, Health Education and Citizenship is part of the National Curriculum for Key Stage 1 children in Y1 and Y2.as well as Key Stage 2 children in Y3, Y4 and Y5 .*

There has now been clarification that the personal development of pupils is a core part of the curriculum in order to support the raising of attainment in school.

### **AIMS**

At Fairfield Community Primary School, we aim to

- involve the children
- ensure that the 5 National Outcomes for Children are supported and enhanced
- build up the self awareness, confidence and positive self-esteem of all of the children
- support the children to make the most of their abilities
- help them to recognise that they have a role to play in encouraging and helping other children to make the most of their abilities and strengths
- promote independence linked to responsibility

- support them in recognising and learning to respect that people are different
- provide an environment where children thrive emotionally
- support the development of positive social skills
- encourage children to explore ways that they can keep themselves and others safe
- explore the link between actions, consequences and responsibility
- promote the part played by children as developing citizens
- promote a healthy lifestyle
- promote the use of appropriate and positive vocabulary so that children are equipped to talk about social and emotional issues.

## **GUIDELINES**

*Personal and Social Education is taking place all the time in our school. It is reflected in the ethos, the nature of relationships with and between staff, the displays and the outside environment.*

**The PSED curriculum** for the Early Years Foundation Stage forms one of the seven Areas of Learning. The Practice Guidance for the Early Years Foundation Stage outlines stages of child development which are linked to age appropriate activities. The activities are integrated across all Areas of Learning.

**The PSHE&C curriculum** at Key Stage 1 is planned to be delivered as a discrete subject. There will also be times when aspects of the curriculum will be incorporated into discussion about behaviour and work ethic as situations arise and staff respond to need.

**The 5 Golden Rules** provide a framework for good behaviour throughout the school and it supports the teaching of PSED/PSHE&C.

Social responsibility within the school community and the development of good habits to encourage learning lie at the heart of these rules.

Each week there is a whole school focus on one rule and the children learn more about what it means to keep / break the rule.

The children learn about how their actions are related to responsibilities and consequences through 'real life' experiences.

The rationale behind the rules is reinforced in Together Times such as Assemblies, R.Time and SEAL time.

All the staff have a consistent approach when talking to the children about 'right' and 'wrong', 'fair' and unfair' actions.

The Golden Rules:-

- We work hard
- We have kind hands and feet
- We use friendly words
- We listen carefully
- We look after our school and everyone in it.

**SEAL** - Social Emotional Aspects of Learning. (DfES)

SEAL materials provide a whole school focus.

The themes are delivered and explored in whole school Together Times.

The PSED and PSHE&C curriculum is taught using some of the SEAL resources as well as some units planned by the subject leaders.

### ***Equality of opportunity.***

The PSED / PSHE&C curriculum is broad, allowing the children to learn more about other people of different cultures and ethnicity. Through such work, the children acquire more understanding of and respect for other people and their values.

### ***Additional Opportunities for PSED and PSHE&C***

- as part of the broader curriculum
- in whole school Together Times/Assemblies
- in Class Circle Times/R.Time/SEAL
- as part of the Class Meeting / School Council
- in the Friday Celebration Together time
- on school visits
- through the input of visitors to school
- through curriculum enrichment – raising money for charity, working within the local community
- discussion of behaviour, relationship issues raised as they arise, linked to the Golden Rules.

**The children will be taught knowledge, skills and understanding through opportunities to:-**

- take and share responsibility

- participate in discussions
- make real choices and decisions
- meet and talk with people
- develop relationships through work and play
- work together to solve real life problems or scenarios
- build up the confidence to ask for help
- use role play to explore situations and emotions.

**The teaching of PSED and PSHE&C have a valuable contribution to make to the development of the Key Skills-**

Communication

Working with others

Information technology

Problem solving

Improving own learning and performance.

## ***ASSESSMENT, RECORDING AND REPORTING***

Assessments will be made through observation of the children and their work.

In the Early Years Foundation Stage, the Practice Guidance document is used to assess progress.

In Key Stage 1 and 2 progress is measured using QCA Performance Descriptions and the end of key stage statements.

Attainment is reported to parents in the end of year reports. Comments are included in the General Development section of the report.

This policy is closely tied to the:-

Behaviour Policy

Anti-Bully Statement

Equal Opportunities Policy

SEN Policy

Healthy Schools Status

Drugs Education Policy  
Sex and Relationships Policy

### Final Statement

This policy has considered the implications and should be read in conjunction with the School's Equal Opportunities and Race Equality Policy, Special Educational Needs, Health and Safety Policy and all relevant National Curriculum, QCA and Department for Children, Schools and Families guidelines.



Policy	<i>PSED</i>
Reviewing Committee	<i>Curriculum and Standards</i>
Last Reviewed	<i>Spring 2013</i>
Ratified by Governing Body	<i>Spring 2013</i>