



Personal, Social, Health and Education (PSHE) policy

Reviewed by: Jack Sloan, January
2020

Approved by: Curriculum
Committee

Next review: January 2022

Non statutory

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from nursery through to year 6. This covers six themes throughout the year, which underpin the fundamental aspects of emotional wellbeing.

Planning, teaching and learning

Each half-term is dedicated to following a specific theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. At Hanover Primary School, we follow the Islington agreed PSHE syllabus "You, Me, PSHE". Detailed planning is available to staff in the school.

The PSHE curriculum is split into the following strands:

Sex and relationship education (SRE) – (see separate policy)
Drug, alcohol and tobacco education
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Careers, financial capability & economic wellbeing
Identity, society and equality

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals everyday
- Organising walk to school weeks throughout the year and a sports day
- Providing fresh fruit daily and free milk for children under five
- Promoting outdoor learning across the school

Assessment, recording and reporting

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily evaluations, or photographs/videos.

In Key Stages (KS) 1 and 2, class teachers make use of ongoing observations to assess children's progress in PSHE, in line with the school's adopted planning.

Monitoring and evaluation

The headteacher, Inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.