



PSHE Policy

February 2019

Kingsbury Green Primary
School

Kingsbury Green Primary School

Personal, Social, Health Education Policy Statement

Our school vision: Empathy, Agility, Hard work

At KGPS, we know that the best chance we can give children to have successful futures, begins at home and is accelerated as soon as they start school. This requires the sustained engagement and commitment of parents, children and the school. With this in mind Kingsbury Green will create the opportunities for all children, parents and staff to expect excellence as standard. The learning climate and environment will offer and develop in children and staff, empathy, intellectual and physical agility and the pleasure of hard work and a job done well. By doing this together, we can grow ambitious children with ambitious futures

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

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.

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. Links are made between and across subjects that link with PSHE in particular Science, Computing (e-safety) and English (oracy)

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of children's Spiritual, Moral, Social and Cultural understanding (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, amongst other activity:

- Providing healthy, freshly cooked school meals everyday
- Organising regular sports festivals throughout the year
- Offering a range of after-school clubs, such as netball, football, multi-skills, dance, gardening, basketball, first aid
- Providing fresh fruit daily and free milk for children under five

- Ensuring an “no cake, only fruit” birthday celebration in KS1 and the early years
- Organising lunchtime sports clubs run by our Y5 sports leaders
- Organising a pupil leadership programme to keep the school litter free,
- Organising out and about’ days in the Early Years Foundation Stage (EYFS)

Assessment, recording and reporting

Class teachers assess children’s development and progress in PSHE by making informal judgements as they observe and work with children. Teachers report annually to parents on each child’s development and achievements in PSHE

Monitoring and evaluation

The headteacher, deputy headteacher/inclusion leader and PSHE co-ordinator are responsible for monitoring the standards of children’s progress and achievement, and quality of teaching.

Head teacher

January 2019

To review July 2019 in line with pending statutory documentation.