



## **The Robinswood Academy Trust**

### **Robinswood, Waterwells, Hunts Grove Primary Academies**

#### **PSHE Policy**

At Robinswood Primary School we see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Our PSHE policy aims to incorporate and support the idea of 'human givens'. The 'human givens' principles state that we all have certain needs that need to be met to enable us to succeed and thrive. These include:

- Security
- Attention
- Sense of autonomy and control
- Feeling part of a wider community
- Emotional intimacy
- Privacy
- Sense of status within social groupings
- Sense of competence and achievement
- Meaning and purpose

We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices
- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage changes in life.
- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.
- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.

## Curriculum Provision

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE and Citizenship within other areas e.g. Science
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers (including the Life Caravan)

As a school we use **Learning for Living** which is explicit, structured, whole-curriculum framework and resources for teaching social, emotional and behavioural skills to children, to aid our delivery of PHSE. The framework has been adapted by staff so that there is progression throughout the school.

In L4L there are four aspects of learning:

- Personal Management
- Relationships
- Keeping safe
- Citizenship

**During key stage 1** Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others and resolve simple arguments. They begin to take an active part in the life of their school and its community.

**During key stage 2** Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect others on a school or community level. They learn how to take part more fully in school and community activities. They deal with changes in their bodies and the transition from primary to secondary school. They also learn how to make more confident and informed choices about their health, wellbeing and the environment around them

## **The Healthy Schools Programme**

As part of a whole school initiative to improve the children's health and wellbeing, Robinswood have gained Healthy schools status and are now working towards healthy schools plus.

The Healthy Schools Programme (NHSP) is a joint initiative between DCSF and Department of Health (DH) - which promotes a whole school / whole child approach to health. The Programme has existed since 1999. It is recognised as a key delivery mechanism in the Children's Plan (DCSF 2007) and in Healthy Weight, healthy Lives (DH 2008) – 21st Century White Paper reference.

Healthy Schools is intended to deliver real benefits in respect of;

- Improvement in health and reduced health inequalities;
- Raised pupil achievement;
- More social inclusion; and,
- Closer working between health promotion providers and education establishments.

We want all children and young people to be healthy and achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical aspects of health. In the longer term, this will lead to improved health, reduced health inequalities, increased social inclusion and raise achievement for all.

The National Healthy Schools Programme has four themes.

The four core themes relate to both the school curriculum and the emotional and physical learning environment in school. Each theme includes a number of criteria that schools need to fulfil in order to achieve National Healthy School Status. Although each theme covers a different area, they are all delivered using the whole school approach so the basic requirements are the same.

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