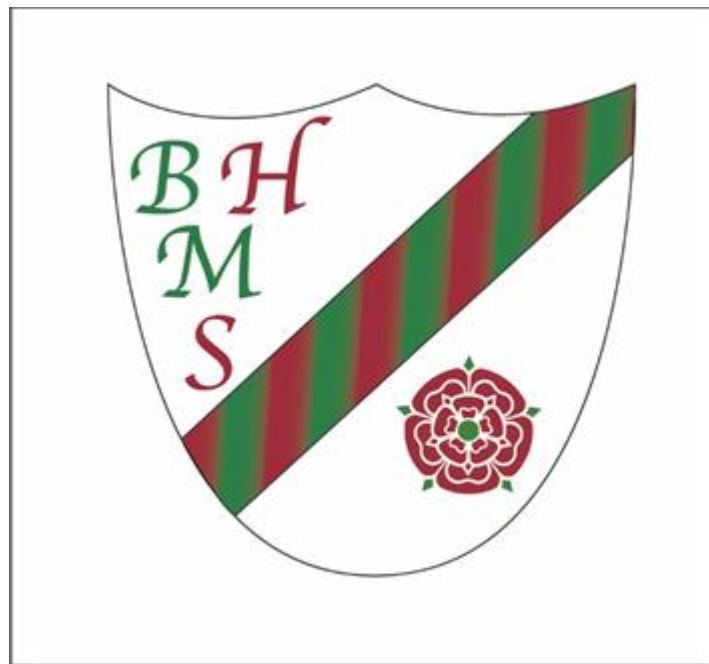


# Bedford Hall Methodist Primary School Personal Social Health Emotional Policy



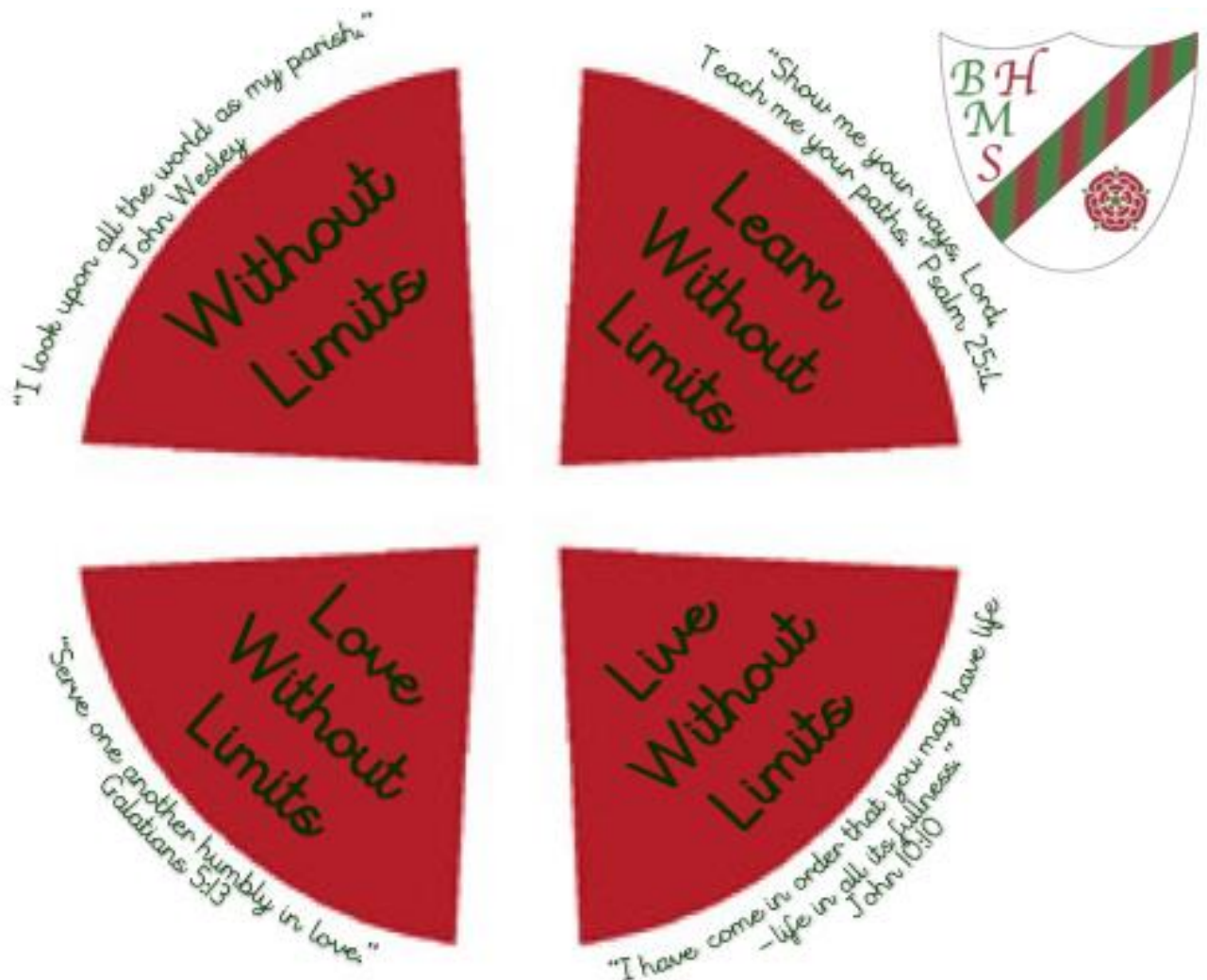
Written by:	Mrs W Fahey and Miss L Whittaker
Date agreed:	January 2019
Next Review Date:	January 2022
Chair's Signature	

## Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

To achieve this we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Our Vision



## **Safeguarding Statement**

At Bedford Hall Methodist primary School we recognize our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

## **Introduction**

Here at Bedford Hall Methodist Primary School we provide a P.S.H.E curriculum that promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

This policy should be read in conjunction with the SMSC Policy, RSE Policy and Equality Policy.

## **Aims**

At Bedford Hall Methodist Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing our children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Trust Safeguarding Policy).

At Bedford Hall we aim to help the children to:

1. Develop confidences and responsibilities, making the most of their abilities.
2. Prepare to play an active role as citizens.
3. Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
4. Develop good relationships and respect the differences between people and their cultures, faiths and beliefs.
5. Understand some basic principles of finances.
6. Make a positive contribution to the life of the school, the wider community at local, national and global levels.

## **Organisation**

The Teaching of PSHE.

At Bedford Hall we use the SEAL – Social and Emotional Aspects of Learning - materials to teach many of the elements of PSHE. We recognise that there are areas that SEAL does not cover and these are addressed within specific lessons.

Each class teacher has a folder containing the SEAL topic for the half term.

In addition, teachers will aim to set aside time in class to discuss matters arising from School Council, Eco Committee meetings and workshops delivered by external visitors (e.g. Christian Aid, All We Can, PCSO, Building Better Communities, Rights Respecting Schools).

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHE and have spent time to train teachers and support staff in the skills of circle time.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in their learning journeys.
3. Encouraging children to recognise and respect differences between people and their cultures, faiths and beliefs.
4. The election of a school council and ECO Committee in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school. These include:

1. The development of each child's ability to work as part of a team, become active within the school and wider community whilst recognising the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for Collective Worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for example; Christmas Nativity and Carol Service, Methodist Day, Christmas Spectacular, Fundraising Events and themed weeks.

We seek to promote a healthy lifestyle and self-confidence for our children through:

1. The provision of a range of extra-curricular clubs e.g. sports, choir, dance, drama, yoga and mindfulness - which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting Healthy eating throughout the year. (Healthy School Status)
4. Attention to the needs of SEND and EAL children.
5. Attention to the needs of more able children.
6. Being physically active for at least 30 minutes per day.
7. Recognising the importance of a healthy mind.
8. Encouraging resilience, Growth Mindset and aspirations for all.

We seek the involvement of the whole school community through:

1. Encouraging parents/ carers to support trips or whole school events.
2. Weekly newsletters sent to parents/ carers.
3. The Home/ School agreement.
4. The Friends of Bedford Hall Parents Association.
5. Positive relationship with Chapel members.
6. Working in partnership with local businesses and community groups.

### **Time Allocation**

Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHE/SEAL.

### **Resources**

Resources for PSHE and SEAL are kept within classrooms. All the SEAL materials are available on the server and can be downloaded from the National Curriculum website.

School also subscribes to Coram Life Education programme and the HeartSmart programme and all classes have access to the teaching and learning materials.

### **Monitoring**

The subject leader will monitor the effectiveness of teaching and learning with PSHE through a range of strategies, including: learning walks, pupil voice, book scrutiny and auditing resources.