

## **PSHE and Well-being policy**

### **Introduction**

Primary personal, social and health education (PSHE) is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens. It is a planned programme to help children develop fully as individuals and as members of families and social communities. In the Primary phase, citizenship education is incorporated into P.S.H.E. Its purpose is to enable individuals to make their own decisions and to take responsibility for their own lives and their communities.

Melrose is committed to promoting and protecting positive emotional Well-being and mental health. Well-being and mental health is regarded as the responsibility of everyone and staff Well-being is actively promoted.

This policy should be viewed in conjunction with the Expectations, Safeguarding, Sex and Relationships, Collective Worship, R.E. and Health and Safety Policies.

This policy was reviewed in the Michaelmas Term 2020.  
The next review will be in the Lent Term 2023.

### **Principles**

From the PSHE Association (2016)

- Start from where children are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- Take a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to keep themselves and others healthy and safe and to lead happy, fulfilling lives.
- Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning with the teacher as facilitator.
- Provide information which is realistic, relevant and which reinforces positive social norms.
- Encourage young people to reflect on their learning and the progress they have made, to transfer what they have learned to say and to do from one school subject to another and from school to their lives in the wider community.

- Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential.
- Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.
- Encourage staff, families and the wider community to get involved.
- Embed PSHE education within all areas of school life to ensure children have positive relationships with adults, feel valued and ensure that those who are most vulnerable are identified and supported.
- Provide opportunities for children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Provide a safe and supportive learning environment, including ground rules, where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

From the Well-being Award for Schools Framework (October 2020)

- Reduce stigma attached to mental health.
- Promote positive emotional Well-being and mental health.
- Regard Well-being and mental health as the responsibility of everyone.
- Maximise the Well-being of staff.
- Develop strong links and relationships with parent/carer community to support positive emotional health and Well-being.

## **Aims**

### **Teaching Aims:**

To provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. (PSHE Association 2016).
- Nurture positive emotional Well-being and mental health.

### **Pupil Aims:**

- To enable effective interpersonal relationships.
- To help girls understand and manage feelings.
- To develop self-esteem, confidence and self-awareness.
- To promote a healthy lifestyle.
- To understand how society works and their responsibilities involved.
- To encourage a caring attitude towards the environment.

- To understand ‘Well-being’ and steps to ensure positive emotional Well-being and mental health.

### **Strategies**

- Weekly PSHE sessions occur throughout the school.
- Assemblies.
- Melrose Mindset.
- The pastoral role of the Form Teacher whenever opportunities arise.
- Decider Skills.
- Weekly ‘Mindfulness’ sessions.
- School Council.
- Positive reinforcement.
- Pastoral Staff Meetings.
- Bags of kindness.
- Daily reinforcement of PSHE in the Pre-Preparatory Department.
- Golden Rules in the Preparatory Department and Lower Junior Department.
- In the Upper Junior Department, class rules are initiated and agreed by pupils.
- Cross curricular, whenever the opportunity arises.

### **Resources**

- PSHE Scheme of Work (PSHE Association 2016).
- SEAL guidance and resources.
- EYFS Framework.
- Well-being Award for Schools Framework.
- Jenny Moseley – Golden Rules / Circle Time.
- ‘Educate and Celebrate’ resources will be used to discuss/accept diversity.
- Visits from members of the community e.g. Fire Department, Police, Red Cross.
- The Complementary Health Advisor discusses with Forms II and III the physical and emotional effects of growing up.
- School Nurse.
- First Aid Training Sessions for JR, Form I and Form II.
- Whole-island activities such as ‘Safety Calling’ for Form III.
- Careers Advice – Form III.

### **Strategies for Assessment and Recording**

Pupil self-assessment, peer group assessment and teacher assessment.

Baseline assessment and reviews after some PSHE activities.

Pastoral record-keeping (CPOMS).

EYFS Early Learning Goals.

### **Strategies for Reporting**

Discussion with parents as and when necessary.

CPOMS.

Reporting on personal development in PSHE annually in Trinity term reports.

### **Equal Opportunities and Inclusion**

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils at The Ladies’ College, Melrose and Pre-Preparatory Department

will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

**Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately.