

COGNITA  
TEACHING EXCELLENCE



**GLENESK**  
Pre-Prep School & Nursery

**PERSONAL, SOCIAL, HEALTH &  
ECONOMIC EDUCATION POLICY**  
(Whole School & EYFS)

September 2023

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY (PSHEE)**

### **AIMS**

The aims of PSHEE at Glenesk is:

- To raise children's self-esteem and confidence, especially in their relationships with others;
- To develop skills in language and decision making
- To prepare children to be active, successful and positive citizens
- To develop knowledge to live a safe and healthy lifestyle
- To develop positive relationships and respect for others

**PERSONAL & SOCIAL EDUCATION** considers the life skills needed by the individual in society.

This includes:

- Developing self-esteem
- Respect for others and their property
- Manners, friendship, resolving arguments
- Bullying
- Family relationships
- Study skills and personal targets
- Home / school expectations
- Road, rail, fire and personal safety
- Relationships

**HEALTH EDUCATION** considers the physical development of the child and the need to develop a responsible attitude.

This includes:

- Diet and exercise
- Personal hygiene
- Sex and relationship education

**ECONOMIC EDUCATION** considers moral issues, the need for the individual to make decisions & develop the ability to explain choices and priorities.

This includes:

Our rights and responsibilities for the environment  
Practical action and intervention at school and local level  
Learning to value cultural diversity in the school and community

Racism  
Disability  
Prejudice  
Discrimination  
Political, legal and economic awareness

## **Objectives**

### **1. Developing confidence and responsibility and achieving potential**

Pupils will develop confidence and take responsibility for themselves and for the environment as we encourage them to:

- a) Talk and write about themselves.
- b) Face new challenges positively by collecting information, seeking help and advice and making responsible choices.
- c) Recognise their strengths and weaknesses, set personal targets.
- d) Develop awareness of the range of occupations carried out by people they know and those they encounter in school e.g. medical professionals, artists, sports people, dancers, composers.
- e) Learn about the use and value of money.

### **Typical activities to support this objective:**

Children are provided with opportunities for personal and social development through a variety of strategies including:

- Individual, peer group and collaborative work
- Discussions
- Role-play
- Problem-solving activities
- Preparation and presentation of tasks for different audiences
- Positive marking, with verbal and/or written comments
- Tasks and responsibilities in the classroom
- House Captains and Form monitors
- Courtesy awards and badges
- Individual class award systems
- Sports teams
- House membership
- Extra-curricular clubs
- Educational visits
- Class assembly
- Safeguarding & E-Safety Assemblies
- Assemblies taken by local clergy
- School productions
- Charity fund raising
- Helping to make and follow classroom rules.

## **2. Preparing to be an active, successful and positive citizen**

**Pupils will play an active role as citizens when encouraged to:**

- a) Contribute to the life of the class and the school.
- b) Make sensible choices and develop a sense of fairness and unfairness and a sense of right and wrong.
- c) Identify, describe and deal effectively with their feelings towards themselves and others.
- d) Understand that they belong to communities e.g. families, school, school clubs.
- e) Learn from experiences.
- f) Learn about the damage and good that can be done to our local environment and the value of and need to conserve resources and re-cycle.
- g) Begin to discuss and debate topical issues e.g. simple environmental issues, such as litter, aggressive behaviour.
- h) Understand the need for rules and laws and that we should follow them.
- i) Understand that all members within a family, school or broader community have certain rights, duties and responsibilities.
- j) Begin to respect and understand the diverse national, regional, religious and ethnic identities, societies and cultures in the United Kingdom.

**Typical activities to support this objective:**

- Encourage independence in undertaking tasks
- Assign leadership and responsibility
- Circle Time
- Recycling
- Celebrate the traditions of all cultures represented in school

## **3. Developing the knowledge to live a safe and healthy lifestyle**

**We help pupils to develop a knowledge and understanding of:**

- a) Their bodies , how they work and the need for food, drink, sleep and exercise
- b) What contributes to a healthy lifestyle: regular exercise, balanced diet, maintenance of good personal hygiene, regard for
- c) Personal safety and regard for that of others
- d) Safety rules for different environments.

**Typical activities to support this objective:**

- Discussions about diet and exercise and making healthy choices e.g. at meal times.
- Maintain a healthy lifestyle and reinforce importance through topic work and Circle Time

## **4. Developing positive relationships and respecting others**

**Pupils will develop positive relationships and respect for others as we teach them to:**

- a) Play and work co-operatively.
- b) Realise that other people and living things have needs.
- c) Recognise how their behaviour affects others.
- d) Recognise, respect and celebrate the differences and similarities between people.
- e) Listen to other people's feelings and try to understand their point of view.

**Typical activities to support this objective:**

- Sharing equipment and resources and turn-taking in group tasks.
- Meeting, listening to and talking with visitors such as police, grandparents, authors, , local shopkeepers etc.
- Contributing to the needs of others in the community e.g. supporting a charity, donating gifts at Harvest time, singing at local shopping centre
- Class and group discussions.

Reviewed by Assessment Co-Ordinator/Deputy Head September 2023