



The Mall School

PSHE

This is a whole school policy that also applies to pupils in the Early Years Foundation Stage.

The Mall aims to develop the talents and abilities of each individual child within a tolerant and caring community. Personal, Social, Health and Economic Education aims to help us achieve this and to prepare pupils for the wider community.

PSHE is taught through assemblies, class discussions, specific lessons and through cross-curricular links. The PSHE co-ordinator oversees the delivery of the curriculum across the school. During their time at the school pupils cover the following:

Developing confidence and responsibility and making the most of their abilities:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b. to share their opinions on things that matter to them and explain their views;
- c. to recognise, name and deal with their feelings in a positive way;
- d. to think about themselves, learn from their experiences and recognise what they are good at;
- e. how to set simple goals.

Preparing to play an active role as citizens:

- a. to take part in discussions with one other person and the whole class;
- b. to take part in a simple debate about topical issues;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;
- h. to contribute to the life of the class and school;
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle:

- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- e. the names of the main parts of the body;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe;
- h. keeping safe online.

Developing good relationships and respecting the differences between people:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities:

- a. take and share responsibility;
- b. feel positive about themselves;
- c. take part in discussions;
- d. make real choices;
- e. meet and talk with people;
- f. develop relationships through work and play;
- g. consider social and moral dilemmas that they come across in everyday life;
- h. ask for help.

The Mall School curriculum – academic, non-academic and extra-curricular – plays a major part in children's spiritual, moral, social and cultural development. During their time at the school the pupils will cover the following:

Spiritual:

- a. explore beliefs and experience;
- b. respect faiths, feelings and values;
- c. enjoy learning about oneself,
- d. others and the surrounding world;
- e. use imagination and creativity;
- f. reflection.

Moral:

- a. recognise right and wrong;
- b. respect the law;
- c. understand consequences;
- d. investigate moral and ethical issues;
- e. offer reasoned views.

Social:

- a. use a range of social skills;
- b. participate in the local community;
- c. appreciate diverse viewpoints;
- d. participate, volunteer and cooperate;
- e. resolve conflict;
- f. engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural:

- a. appreciate cultural influences;
- b. appreciate the role of Britain's parliamentary system;
- c. participate in culture opportunities;
- d. understand, accept, respect and celebrate diversity.

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