

At La Petite Ecole Bilingue, we regard PHSE as an important component of the whole curriculum. We take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of children at the school and in society
- Prepares children for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs children about their rights and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

Definition

PHSE is concerned with the total well being of the individual. It is concerned with:

- Mental, emotional and physical well being of the individual
- The responsibility of the individual towards others and the environment
- The education and understanding of the mental, physical, emotional spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it
- A holistic model of personal and social development, which encourages the making of healthy choices

Within PHSE we recognize:

- Health Education involves engaging the children in activities that promote their physical well being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school
- Citizenship involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society

At La Petite Ecole Bilingue we believe that a life skills approach can be built on traditional life skills programmes and can effectively compliment activities intended to enhance self-esteem, communication skills, values clarification and decision-making. These policies are therefore closely linked with the school's Equal Opportunities Policy, Behaviour Policy and routines of the school day.

11 July 2015

Aims

In our school we will aim through implicit and explicit learning experiences to:

- Nurture mutual trust and respect between individuals and groups
- Develop understanding and tolerance
- Develop an awareness of social, economic, political and ecological issues
- Encourage the development of informed and responsible healthy life choices
- Develop positive attitudes towards health
- Foster self-respect and self-esteem among all members of the community
- Give opportunities for children to experience awe and wonder
- Prepare children for the opportunities, responsibilities and experiences of adult life.

Within the taught and hidden curriculum i.e. the whole school environment, children should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in home believing that these, alongside school links, are essential to dimensions of health education. The framework we have developed is related to the real world and children's experiences.

Teaching and Learning

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion
- Imaginative writing
- Reflection, sharing and showing
- Role-play and drama
- The use of video and computer technology
- Visits and visitors where appropriate
- Class lesson time
- Peer education
- Structured group work
- Play and games

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome
- The same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing different modules of work at different times of the year for different abilities

Special Educational Needs

Health Education should:

- Address children's individual needs
- Increase access to the curriculum
- Enhance learning skills and develop previous knowledge

It is recognized that some children who have special educational needs also have difficulties in areas of PHSE and social interaction. Therefore, as a consequence, staff will carefully monitor the progress of these children and respond appropriately.

Equal Opportunities

See Equal Opportunities Policy

A Healthy School Environment

We seek to achieve:

- A warm and supportive social environment promoting positive relationships and high esteem for all
- A rich and diverse cultural environment that values the variety of people's background and cultures whilst encouraging a breadth of interests
- A safe and aesthetically pleasing environment
- An environment where healthy choices are enabled and valued
- An environment where the health of the staff is considered important and adults provide positive role models in all aspects of well-being.