



# PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE)

## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHEE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that

*'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.*

This also stated:

*'PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum'.*

Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013)

This PSHEE policy is informed by existing DfE Sex and Relationship Education Guidance, July 2000 preventing and tackling bullying guidance and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-educationguidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

## **SCHOOL ETHOS AND VALUES**

St David's Prep is a safe, happy, caring, supportive and inclusive small school in which academic success and personal development are both fundamental to the education we provide.

Our curriculum and co-curricular activities are designed to motivate, engage and challenge, whilst developing passions and interests. We provide opportunities to work both independently and collaboratively.

Pupils learn the importance of communication and decision-making and consequently become more self-disciplined, independent, adaptable learners, thinkers and leaders who know how to succeed but also persevere in the face of setbacks.

Our pupils are known to be charming, polite, happy and confident. They generally secure their first choice of secondary school.

St David's is popular and thriving because we believe that academic rigour is key whilst providing support in a nurturing environment.

## **OUR SCHOOL AIMS**

- To provide the disciplined, respectful, safe and inclusive environment that allows the development of the academic, personal and social potential of each child.
- To encourage and support all pupils to develop the confidence and resilience to become self-motivated, independent learners, creative and curious to take responsibility as young leaders
- To uphold British Values and promote traditional standards of respect, courtesy and kindness

## **Rationale**

Personal, Social, Health and Economic Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent and fulfilling lives and to become informed, active, responsible citizens in their local community and over time in a wider world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international. They learn to understand and respect our common humanity, diversity and differences so that they can go on to value themselves and others, forming the effective, fulfilling relationships that are an essential part of life and learning. Through this, they are in a position to make and act on informed decisions. They learn to respect nature and understand how choices they make affect the sustainability of the world we live in.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and appreciating it.

### **At St David's, we see PSHEE as being at the centre of all that we do.**

Through our weekly lessons and assembly times, our school environment and our school ethos, we aim to provide pupils with opportunities to:

- Explore their own values and beliefs
- Develop spiritual awareness
- Set high standards of personal behaviour
- Have a positive, caring attitude towards others
- Form an understanding of their own social and cultural traditions
- Appreciate the diversity and richness of other cultures
- Realise that it is alright to have your own opinions and not be influenced by the views expressed by others

## **Inclusion**

The full PSHEE provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives. Parents have a right to withdraw their children from non-statutory elements of sex education (those parts not within the national curriculum science programmes of study). The programme and SRE policy are on the website and they are advised of this.

## Links

This policy should be read in conjunction with the Teaching and Learning policy, the SRE policy, the Safeguarding Policy, the Anti-Bullying Policy, The Use of Technology Policy, The SEND Policy and Able, Gifted and Talented Policy, The Accessibility Policy, The Behaviour and Sanctions Policy, The Equal Opportunities Policy, The Health and Safety Policy, The Admissions and Exclusions Policy, The Data Protection Policy, The Curriculum Policy, The Marking and Assessment Policy, First Aid Policy, Learning and Teaching Policy and Supervision of Pupils Policy.

## Building Learners and Leaders

At this School we aim to build successful lifelong learners and leaders who are:

- **curious** – they want to know, find out, learn, they are self-motivated, they make links in their learning, can hypothesise, synthesise and reason
- **responsible** - take and share responsibility, make real choices and decisions, consider social and moral dilemmas, make the right choices for best learning and a happy community
- **reflective** - understand and appreciate difference, know their own strengths and weaknesses, able to work at the right pace for them
- **resourceful** - find information and advice, ask for help, show initiative and independence, understand and value creativity and ideas, appreciate a variety of ways of doing things so that there are choices to draw upon
- **resilient** - able to come back from failure, persevere when things are tough ,courageous, able to draft and redraft for improvement and best standard
- **committed** – willing to participate and see something through to the best of one's ability including short and long term activities, self-motivated, self-disciplined, appreciate the need for planning
- **sociable** - meet and talk to people, develop relationships through work and play
- **adaptable** - prepare for and manage change
- **confident** – able to articulate and live the above and feel good about it, but equally always be looking to move forward
- **respectful** – able to respect themselves and others, value the differences and similarities between people and treat everyone equally. Respect the rule of law
- **safe** – to be aware of safety issues, including keeping safe online, able to manage risks

## The Framework for PSHE Education

**Developing key characteristics** - (These are understood through the language of learning which is developed across all school learning)

- **Health & Wellbeing:** Developing a healthy, safer lifestyle. (This is taught through English and Drama, Science, Physical Education, ICT online safety and guided into reality through the health eating and drinking approach, through behaviour management training and monitoring and through specific PSHEE lessons on staying safe and building identity. Develop self-confidence and self-esteem, make informed choices through self-knowledge, regarding personal and social issues and make the most of their abilities.

- **Relationships:** Understanding what makes for good relationships and developing them with members of the school and wider society. Respecting the differences between people (Relationships). (These are taught through experience and discussion, understanding difference, change, feelings and emotions to acquire and appreciation of and respect for their own and those of other cultures, in order to promote tolerance and harmony between different cultural traditions, learning the capacity to distinguish right from wrong and respect the civil and criminal law of England.
- **Living in the Wider World:** Preparing to play an active role as citizens/young leaders of their locality and also of wider society by accepting responsibility for their behaviour and showing initiative ( This is developed through the Economic aspect of the PSHE Education programme, including the Charity and Community programme, opportunities to understand and respect democracy, including the rule of law and individual liberty and acquire a broad general knowledge and respect for public institutions and services in England.

PSHEE is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

PSHEE is not only confined to specific timetabled time. We believe it is important that many of the skills and attitudes we wish pupils to develop are taught and demonstrated throughout the school in a variety of ways. PSHEE is delivered within a whole school approach which includes:

- School ethos
- Form period
- Assemblies
- Through pastoral care and guidance
- Classroom and playground rules
- Extra-curricular activities
- School events e.g. school trips
- Specialist outside speakers
- Teaching PSHEE through and in other subjects/curriculum areas e.g. Science, Geography, Religious Education, English, etc. Teaching and Learning Strategies

The aims of Personal, Social, Health and Economic Education are best achieved in an environment in which pupils feel safe and where they feel their opinions are valued. A range of teaching and learning styles are employed which include:

- Role play
- Discussion
- Imaginative writing
- Video/DVD
- Debate
- Group and pair work
- Research
- Circle time
- Games
- Use of outside speakers with expertise in particular areas

Good teaching relies on using appropriate methods for the aim of the lesson. All teachers are encouraged to develop a repertoire of flexible, active learning methods:

- Careful consideration of the learning experience and knowledge, skills and understanding that are acquired
- Effective starting and ending strategies
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Information gathering and sharing
- Consensus building
- Problem solving
- Understanding another point of view
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time

As a result of these methods and their exposure to a wide variety of experiences, teachers seek to build effective study skills in their pupils which include the capacity to express themselves, listen, write and read, use their numeracy and ICT skills for a variety of different purposes, develop their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise and their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning. Pupils develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. They understand that the decisions they make are important determinants of their own success and well-being. They develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other. They learn to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others becoming increasingly socially aware and able to work effectively with others, including being able to solve problems and achieve common goals. They learn to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society. They respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. They know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

### **Outcomes for pupils:**

During their time at the school, pupils should have the opportunity:

- To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- To be enthusiastic and committed learners wanting to achieve and becoming increasingly responsible for their own learning with appropriate study skills
- To become more mature, independent and self-confident, able to make decisions and show initiative
- To identify potential risks and how those risks might be reduced, but to take risks when appropriate

- To continue to learn about the wider world and the interdependence of communities within it and the need for Social Responsibility
- To further develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- To learn how to take part fully in school and community activities, learning to lead themselves and often others
- To face changes in themselves, address them constructively and transfer to their next school with support and encouragement from this school prepared for what lies ahead
- To learn how to make more confident and informed choices about their health and environment; to take responsibility, individually and in a group, for their safety as well as that of others
- To learn about global diversity through Human Rights, political, social, economical and environmental issues and the plight of the less fortunate

### **Sex and Relationships Education (*See SDP SRE policy*)**

Definition of Sex and Relationships Education 'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

### **Assessment, Recording and Reporting**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Pupils' understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. In some activities, self and peer assessment may be used. There are three broad areas for assessment:

- Knowledge, understanding and skills that are tested through the different subject areas
- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy. The assessment is monitored through the school's pastoral systems of monitoring them and the choices they make.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships. Pupils do not pass or fail within these areas but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them in discussion with their tutor. The process of assessment has a positive impact on pupil's self-awareness and self-esteem. General comments about personal development will be included in annual reports to parents in the form tutor's comments.

### **The use of visitors to the classroom**

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning.

Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

## **PSHEE Activities and School Events**

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHEE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

## **Confidentiality**

Due to the nature of the topics covered in the PSHEE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

## **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE Education or Designated teacher when necessary.

## **Provision through teaching and learning in other subjects/curriculum areas**

The PSHEE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE Education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the pastoral system.

The School is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

**Economic:** Mathematics, Geography and History provide the economic education in PSHEE Education. There are key opportunities for developing social and moral skills such as the capacity to communicate, collaborate, work as a team and make the best choices as well as develop such personal skills as research, work independently, create, work with literacy and study skills number and ICT.

**Fundamental British Values:** The children have the opportunity to understand the rules and behaviour policy and develop respect for the school's system of managing behaviour as a micro system of the country's law. Study skills teach about the rule of law, individual liberty and democracy.

**Spiritual:** Spirituality is a very individual thing and we appreciate that it means very different things to different people. Often it can be manifested in 'awe and wonder', beauty, magical experiences, penny dropping moments, God, times of reflection, noticing things in the outside world etc.

## **EYFS**

PSHEE in Reception and Pre-reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child's knowledge and understanding of the wider world.

Provision for some aspects of PSHEE and Citizenship are made through other subjects:

**English and Drama: Learning to find your voice, learning to listen etc.**

All children need to communicate orally in a way that is appropriate to the audience and the purpose. They need to develop skills to listen to and respond to literature, to debates, to reason and to give advice and receive instructions. Good communication skills are essential throughout life and we aim to encourage children to be confident in their oral work. They listen to and read stories that illustrate aspects of personal and social development and find out how the media present information

**Understanding difference, empathising, becoming more emotionally intelligent, socially aware and confident**

Opportunities offered through Drama follow an eclectic mix of skills: mime, movement, debating, improvisation, devising stage fights and characterisation. Issues such as peer pressure, stealing, bullying can be explored through drama activities and develop skills in enquiry and communication and personal and social skills through group and individual activities. Pupils learn to develop empathetic responses to differing characters and scenarios.

**Being part of a team, seeing a project through to the end, understanding performance pressure, supporting others**

The Year 6 production offers pupils the opportunity to come together as a team, working towards the same goal.

- **Mathematics:** Mathematics lessons throughout the Prep School teach the pupils how to reason, question, identify problems, hypothesise, estimate and extend. They learn how to use a wide range of mathematics to discuss mathematical ideas and then to undertake investigations. They discover how to communicate information, discuss difficulties and ask appropriate questions. They also learn aspects of financial capability, counting and sharing and, as far as is possible, Mathematics is linked to the real world context.
- **Science:** sex education, health, safety (including medicines) nutrition, the anatomy, the circulatory system and the environment.
- **ICT Literacy:** In an era of ever emerging technologies this is an essential skill to ensure that pupils achieve their future aspirations, whatever they might be. Communicating with others via e-mail, finding information on the internet and checking its relevance, internet safety and security all form part of this experience.
- **Technology:** is making an increasing contribution to all aspects of life and as such is proving naturally fascinating to children, making a valuable contribution to their understanding of the world around them. The subject requires pupils to combine designing and making skills with knowledge and understanding in order to improve their ability to design and assemble products. Not only does it develop their own knowledge, understanding, skills and creativity, but it also enables pupils to be able to recognise and explore people's needs and wants and develop ideas and produce products to meet those needs.
- All lessons are providing children with preparation for the world of work as effective members of British Society. (*Careers guidance and inspiration in schools, April 2017*) They are setting context, providing links with the outside world and provoking discussion. Further opportunities include the Year 6 Wishford Enterprise project and planning various charity events.
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past . History leaves the pupils full of curiosity and enthusiasm to know more about the past and its significance for today and tomorrow.

- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries, understand the diversity of cultures and identities in the UK and the wider world, reflect on the consequences of their own actions in situations concerning places and environments, understand their rights and responsibilities to other people and the environment. Geography teaching in the Prep is concerned with stimulating the pupil's natural curiosity and interest in their surroundings and the human and physical conditions on the Earth's surface. Geographical investigations enable them to become more aware of their environment and foster their sense of wonder at the beauty of the world around them.
- **Religious Studies:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships, allowing children to build respect and tolerance for those of different faiths and cultures. They also live this in practice when the many different cultures in the school are regularly heard and celebrated.
- **Modern Languages:** communicating with others via email and letter writing, knowledge and understanding of different cultures and customs, learning about different countries in the world, finding out information from the internet, broaden one's horizons. Learning about festivals and traditions from countries where the language is spoken helps them appreciate other cultures.

It is important that our pupils realise that, as the world becomes more global, businesses and public organisations will need more people who can communicate in other languages.

- **The Expressive Arts:** reflecting on and responding to ideas and experiences communicated through works of art, craft, design and music from different times and cultures, promoting oneself and representing personality through self-portraiture, evaluating performance, providing and accepting constructive criticism in their own and others' work. Making the most of abilities in creating or performing, self-esteem through performance, the ability to work together as part of a team, how music can portray human emotions, issues of cultural diversity, their value and their expression, how music can reflect mood and help relaxation
- **Physical Education:** teaching and learning about the physical and emotional self, through learning how to balance the body through nutrition, exercise, rest and relaxation. There is a further focus on health and safety, personal hygiene, development of personal and social skills through team, competitive and individual activities, games and sports

#### **Learning Outside the Classroom:**

- Children grow, learn and thrive better when connected to the natural world
- The pace of learning is important. Creating time to think and reflect is powerful.
- Learning outdoors in a less structured environment can be more relaxing for many learners.
- We can use outdoor learning to create a 'growth mindset' in our pupils – attitudes of resilience and not giving up.
- Curiosity, creativity and imagination can easily be catered for and developed outdoors.
- Risk is an intelligent behaviour and we must allow for risk taking, within set limits.
- Greater collaboration and team based activities change mindsets and behaviours to become all inclusive

## Resources

- The Whole School Curriculum and related resources
- The PSHEE Schemes of Work especially CORAM website
- Online safety programme
- A committed and experienced staff
- The code of behaviour and application thereof
- Relevant anti-bullying campaigns
- Current learning campaigns (PRIDE)
- Their own imagination to imagine the life of others
- School cultural and charity days
- School democratic procedures and systems
- Visiting speakers, health workers, representatives of the parliamentary system
- Educational visits and outings
- Opportunities to tend to the future of the planet through an understanding of environmental issues
- Opportunities to discover strengths and weaknesses through the many opportunities for self-development in and out of the classroom
- Opportunities for personal and collective leadership
- Opportunities for service and an understanding of how money works

## Healthy Eating and Drinking

The School is committed to encouraging and developing positive attitudes towards food, drink and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why we eat. We have also taken guidance from the government's Schools Food Standards.

We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour.

We believe that adults should be good role models and should support the children in understanding how a balanced diet contributes to a person's health, happiness and general well-being.

We are a nut free school.

### We aim:

- To improve the health of pupils and the whole school community by helping to influence eating and drinking habits through increased knowledge and awareness of food and drink issues including what constitutes a healthy diet
- To ensure pupils are well nourished at school and have access to their water bottles during the school day.
- To ensure that food and drink provision acknowledges and takes account of medical, ethical and religious requirements
- To introduce and promote practices within the school to reinforce these aims and to remove or discourage practices that negate them

## Curriculum

- We regard healthy eating as a whole school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum
- The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World
- All pupils have the opportunity to learn about safe food preparation and about where food comes from. Pupils learn about the requirements for plant growth, the food chain and the components of a healthy diet

## **Eating at school**

- Foundation and KS1 pupils have access to fresh fruit, vegetables and plain biscuits or breadsticks during the morning. We believe that this provides choice and a balance of food types. Every child has constant access to a personal water bottle. KS2 children have access to a similar choice of healthy snacks at morning break
- The children are taught that treats can be enjoyed in moderation. Occasionally the children are offered flapjacks or buns, and cakes may be brought in for birthdays and special celebrations. The staff will remind the children that this is a treat and not 'every day' food
- The school community is aware of the implications of food allergies particularly nut allergies. Parents and carers of children who have allergies or who have special dietary requirements are asked to provide as much information as possible. This information is then displayed in the staff room and in the kitchen
- If a child is reluctant to eat, we work with the parents to put supportive strategies in place to encourage the child. No child will ever be made to eat food against their will. However, we do encourage children to try a little more, and explain that it will help them to have more energy in the afternoon

## **School Meals**

- School meals are freshly cooked on site, using locally sourced produce. Our catering manager, with assistants consistently receive the highest grading during inspections, and know the children and their likes and dislikes well. The meals are nutritionally balanced, and fresh fruit is offered every day in addition to another dessert
- The weekly lunch menu is displayed on the school website and the catering manager is always available to speak to parents and children
- The dining hall is a pleasant, bright environment for the children. They sit in class groups with their teachers or teaching assistants, and are served by the kitchen staff. Teachers model the correct use of cutlery and good table manners. Chatting quietly with friends is encouraged. Teachers help the children with cutting, peeling etc. Children are encouraged to pour their own water from a jug
- Children are encouraged to try a wide variety of foods and are taught about the need for a balanced diet

## **Monitoring and Evaluation**

- Behaviour is constantly monitored by all staff and analysed alongside sanctions and safeguarding logs by a member of the SLT. Outcomes and trends dictate improvement planning for the future.
- Pupil review outcomes are considered and analysed. Outcomes dictate improvement planning for the future
- Staff questionnaires and input into planning dictate improvement planning for the future.
- Whole school planning and implementation is evaluated annually and analysed. Outcomes dictate improvement planning for the future.
- This policy is evaluated in accordance with the School's evaluation cycle.

## **Policy Review**

Signed.....(Head)

Signed.....(Proprietor)