

# Elm Park Primary School

## PSHE Policy



**'Aspiring to be the best we can be!'**

<b>Policy type</b>	School
<b>Statutory compliance with</b>	N/A
<b>Version date</b> (materially changed)	15/12/14

<b>Responsible</b> (author)	Karina McLaughlin Subject Leader
<b>Approved / Accountable</b>	HT
<b>Consulted</b>	All Staff
<b>Informed</b>	All Parents / All Staff / Governing Body

<b>Review Frequency</b>	Every 3 years
<b>Last approved date</b>	15/12/14
<b>Approved by</b>	Victoria Morris

This policy has been impact assessed by Lesley Fuller in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## **SCHOOL VALUES**

At Elm Park Primary School, we believe it's every child's first chance at formal education and they deserve nothing but the best. Through our school we grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

### **Our vision will be achieved by:**

- Providing a happy, vibrant and thriving school.
- Working together to develop a lifelong love of learning as we excel in all that we do.
- Ensuring excellence in teaching and learning and in all aspects of school life.
- Setting high standards through a rich, broad and balanced curriculum.
- Having varied opportunities to experience a wide range of ICT to prepare us for the future.
- Nurturing and supporting individuals, helping every child to exceed his or her potential in all areas of learning.
- Together taking pride in everyone's achievements
- Providing a safe, supportive and challenging environment where children feel confident and secure to take ownership of their learning.
- Equipping children with the skills and positive attitudes to become creative and independent thinkers and become learners for life within an ever-changing world.
- Actively involving parents in their children's learning and supporting the life of the school.
- All having exceptional expectations of achievement and behaviour, of openness, honesty and mutual respect as part of a caring and tolerant global community.

## Personal Policy

### 1 Aims and objectives

1.1 At Elm Park Primary we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

1.2 The aims of PSHE are;

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self confidence and self esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

### 2. The legal position of PSHE

2.1 Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly- based curriculum which:

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

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the well- being of pupils at the school'. The duty came into effect in September 2007. Since that date, an equivalent requirement has been placed on new academies through their funding agreements.

2.3 Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

### **3. Links to other policies**

3.1 PSHE and PSED are linked with a variety of initiatives in place at Elm Park Primary School. We are involved in the Healthy Schools Initiative and we are committed to giving our children the best information we can regarding healthy lifestyles, so that they are able to make informed choices for themselves.

3.2 At Elm Park Primary our children are encouraged to develop their thinking skills through questioning and debating issues particularly in philosophy sessions.

3.3 We believe that children who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council with elected representative members from classes in KS1 and KS2. The councils meet regularly to discuss the views of pupils, to make decisions and draw up action plans which contribute to school improvement.

3.4 All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils, for example pupils with Special Educational Needs and Gifted, Able and Talented pupils, as well as with regard to gender and equality issues. This is done through carefully planned lessons and, if necessary, the dedicated care of our Pastoral Team.

3.5 The PSHE Policy should be read in conjunction with the Drug Education Policy, Sex and Relationships Policy and Healthy Eating Policy.

### **4 Time Allocation**

4.1 PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum.

4.2 SEAL (Values Education) is embedded within the curriculum and each half term a values theme is promoted throughout the school, for example through class themes, assemblies and displays.

## **5. PSHE curriculum planning teaching and learning style**

- 5.1 The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in philosophy, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school, including a planned Aspiration Day where there will be visitors from all areas of the community in school to raise aspirations and provide some workshops on the importance of curriculum subjects and early education in their area of work.
- 5.2 ICT is used within PSHE in a variety of ways to enrich and stimulate learning, including using the internet or pupils using power point to present their learning to others.

## **6. PLANNING**

- 6.1 The National Curriculum following the programmes of study for PHSE Education and Citizenship for KS1 and KS2: PSHE and Citizenship focuses on developing children's confidence and responsibility and making the most of their abilities, preparing children to play an active role as citizens, developing healthy, safer lifestyles and developing good relationships, and respecting the differences between people.
- 6.2 We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject on occasions.
- 6.3 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we some of the PSHE and citizenship through our religious education lessons.
- 6.4 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visits to Stubbers for Year Five Children and to Sealyham to Year 6 children, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

## **7 Foundation Stage**

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## **8 Assessment and recording**

- 8.1 Teachers assess the children's work in PSHE and citizenship by making informal judgments as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.
- 8.2 Children's' progress in P.S.H.E. is reported to parents in their annual report.
- 8.3 We plan to encourage our pupils, with assistance from parents, to keep records of their contribution to the life of the school and community. In particular by updating class blogs (planned for

## **9 Resources**

We keep resources for PSHE and citizenship in a central store in the RE cupboard and use a range of appropriate websites. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

## **10 Inclusion**

- 10.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 10.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- 10.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Health Plan (IHP) for children with specific special educational needs. The IHP may include, as appropriate, specific targets relating to PSHE and citizenship.
- 10.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **11 Monitoring and review**

The subject Leader is responsible for monitoring standards in PSHE/PSED. This is achieved through monitoring planning, pupils work, interviews with pupils, analysis of questionnaires (including PAQ and SHEU) and lesson observations. School improvement targets are drawn up yearly following such monitoring and evaluation.

## Appendix II

### Roles and responsibilities

The Head teacher will ensure that:

- Time is allocated for the teaching of PSHE across the school
- A budget is made available for the resourcing of PSHE when necessary.

Phase Leaders will:

- Ensure that they use SEAL material to prepare and deliver relevant assemblies that have appropriate goals and outcomes.

Subject Leaders will:

- To prepare a policy and scheme of work, evaluating and reviewing as necessary.
- To co-ordinate and lead the implementation of the policy throughout the school.
- To monitor and support the teaching of PSHE/PSED throughout the school.
- To monitor and maintain the condition and availability of resources within the school's budget.
- To keep up to date with developments and use appropriately.
- To keep samples of children's work or teachers' notes in order to monitor teaching, progress and continuity.
- To provide INSET activities when necessary.
- To liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement.