

Lockington CE VC Primary School



PSHE Policy (Draft)

1 Introduction

At Lockington Church of England Primary School the PSHE programme of study brings together citizenship with personal well-being through a value-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It provides a context for the school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils;
- Provide sex and relationship education;
- Promote community cohesion;
- Achieve the aims of the whole curriculum;
- Promote British Values.

This policy works in conjunction with the Sex Education Policy, Drug Education Policy, Behaviour and Discipline Policy, Anti-Bullying Policy, Race Relations Policy, Equal Opportunities Policy, PE Policy, E Safety Policy and the Internet Access Policy.

PSHE also provides opportunities to focus on the delivery of social and emotional aspects of learning (SEAL), Health for Life and British Values (see Appendix 1).

Through PSHE we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE is guided by the school values which underpin our daily school life and are based on traditional British values, values for life and our Christian values.

- Respect and Reverence,
- Compassion,
- Creativity,
- Truthfulness,
- Courage,
- Perseverance,
- Generosity,
- Justice,
- Friendship,
- Trust,
- Thankfulness,
- Forgiveness.

2 Aims and objectives

The aims of PSHE in our school are:

- to give pupils knowledge which enables them to develop their self-esteem, confidence and self-awareness to help them make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote positive attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved;
- to understand and respect diversity and cultural differences;
- to be aware of British Values and how to incorporate these into our daily lives.

3 Teaching and learning

PSHE is taught across the school as a specific lesson and also discretely within a rich, diverse cross curricular context. We use SEAL, Health for Life and British Value materials to support teaching. PSHE is also taught through modelling, values and the children being involved in writing their own 'rules' within the school.

4 PSHE curriculum planning

Class teachers and the HLTA plan for PSHE in accordance with the curriculum. Class teachers plan the medium term and support the HLTA in developing lesson plans where necessary. PSHE is also taught through Computing which is planned by our specialist Computing teacher.

The lessons will be delivered by either the class teacher or the HLTA (with support from the class teacher) or specialist teacher. Visiting professionals may provide workshops/talks to pupils. PSHE values are also explored within whole school assemblies.

In addition to this PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, fund raising events and community cohesion e.g. church events. Pupils take part in school assemblies, are elected to school council and Church School Council, and are encouraged to express their own opinion. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of subjects through learning in other subjects and areas of the curriculum and out-of-school activities.

5 Foundation Stage

In the Early Learning Foundation Stage PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as toileting, dressing and feeding. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group, class or whole school and engage in out of school trips within our local community. They also join KS1 for taught PSHE sessions.

6 Key Stage 1 and 2

In KS1 and KS2 the curriculum divides the year into values and also Christian Values. PSHE may be linked to these values or taught on an individual basis to promote necessary skills. Personal development intervention groups may be based around core values of compassion, creativity, and perseverance if relevant. Individual plans will be put in place where necessary.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of the wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside and then collaboratively with their peers. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others. SEAL and Health for Life materials and themes are incorporated into the curriculum along with computing Esafety.

7 Recording of PSHE

Many themes of PSHE involve practical activities which are recorded using iPads and cameras. Where necessary pupils may record discussions/scenarios using a variety of methods, these may include written or verbal reports, posters, collage, and role play activities. Examples of the pupils work will be put in the PSHE year book. Displays will be photographed.

8 Classroom management

The PSHE curriculum adapts units selected from SEAL and Health for Life which is regularly reviewed to ensure it covers relevant topics. Esafety is covered via a six week block and within computing lessons.

Planning is completed on the school long term plan to illustrate skill development, lesson content, learning objectives, resources, differentiation and assessment. As we understand

that there are many different abilities in each class, we ensure that each unit of work has sufficient differentiation to allow all children to work at their level of challenge.

PSHE is taught in termly topics for KS1 and 2, with EYFS covering 6 topics during the year. PSHE is taught once a week with discreet modelling being implemented by all members of staff on a daily basis.

10 The contribution of PSHE to other subjects

PSHE makes a contribution to all subjects, for example:

English:

Children are able to voice their own opinion and know that others will respect their ideas.

Mathematics:

Children learn an understanding of the role of money in our lives and the lives of others. They learn how to solve money problems and enterprise and the skills that make someone 'enterprising'.

Science:

Pupils' learn about the benefits of a healthy lifestyle including a balanced diet, to be able to differentiate between terms 'risk', 'danger', and 'hazard'. They understand what and how germs and viruses are spread. To ensure healthy choices with regard to drugs, and other substances and how they could damage their immediate and future health. To be able to understand about the changes their bodies will go through during puberty and about reproduction at an appropriate level to their development.

Geography:

Children will learn how to keep themselves safe within their immediate and further reaching environment. They will learn about how their choices impact on the sustainable environment.

Computing/ICT:

Pupils learn to be able to practice safe internet use and to understand the importance of protecting our personal information including passwords, addresses and images. They are taught about the impact of cyber bullying and the consequences of such behaviour.

Physical Education:

Pupils learn to understand the ways to keep themselves physically safe and the impact of exercise on our bodies.

RE:

The children learn about and are able to voice their own opinions about Spiritual, moral, social and cultural development of the church and they find out how British society has changed over time. Children learn about differences and similarities between people that arise from a number of factors including cultural diversity. They learn to respect and

appreciate a range of national, regional religious and ethnic identities in the United Kingdom. They are encouraged to think about the lives of people living in other places, valuing others' customs.

11 Inclusion

Equal Opportunities:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

Differentiation:

We teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children.

Through our PSHE 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 PSHE statements for each year group allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils.

For our gifted and talented pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working.
- Provide real-life research and presentation opportunities.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.

Teaching PSHE to children with special educational needs and disabilities:

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including classroom organisation, teaching materials, teaching style and 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.

Intervention will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, for example, a visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

12 Assessment for learning

We assess children's understanding of PSHE topics by making informal judgments as we observe them during lessons and their daily life within school. At the end of a unit of work, the teacher makes a summary judgment about each pupil's understanding in relation to age related expectations and records this electronically in Classroom Monitor. This, and the children's evidence are used to demonstrate progress and we pass this information on to the next teacher at the end of the year.

Pupils are taught to reflect on their learning, how they demonstrate this within their daily lives both at school and within their home environment.

Teachers analyse the progress pupils have made in the units of work they have completed at the end of each school year to complete the annual report to parents/carers. The report takes the form of a summary of teacher's observations and continued assessment.

13 Resources

Resources for PSHE teaching are constantly updated. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's health and well-being. There is also a bank of resources to assist teachers if they want to go on an educational visit, invite a guest or hire out a selection of resources suitable for their topic.

14 Roles and Responsibilities

The Governing Body:

Determines, supports, monitors and reviews the school PSHE policy.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources.

The role of the subject leader is to:

- review and update the PSHE policy;
- act as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor and evaluate pupils' work and progress with the class teacher
- write action plans;
- audit resources and ordering resources when needed;
- keep up to date with developments in PSHE and disseminate information to the rest of the teaching staff;
- lead staff meetings as appropriate;
- attend relevant in-service training and prompt relevant training to others.

The Class teacher's role is to:

- be responsible for the teaching of PHSE as set out in the policy;
- provide planning and reviews for the Headteacher and PSHE co-ordinator to have access to;
- provide samples of PSHE work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of PSHE;
- identify training needs in PSHE and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

15 Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The PSHE Co-ordinator is responsible for gathering samples of curriculum work, monitoring books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in PSHE.

This policy is due for review: February 2018.

The person responsible is the PSHE Subject Leader.

Signed by Headteacher _____ Date _____

Signed by Chair of Governors _____ Date _____