

# Personal, Social, Health Education (PSHE) Policy for Guiseley Primary School

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Date reviewed: May 2017

## Introduction

This document provides information for everyone who has an interest and concern in the teaching of Personal, Social and Health Education (PSHE) at Guiseley Primary School. This policy was formed after discussion with school staff (both teaching and non-teaching), school Governors and pupils. It was implemented in conjunction with a new PSHE scheme of work that Guiseley Primary School has recently adopted. This policy will be available to view in school and on our school website.

## Ethos

Personal, social and health education (PSHE) is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We believe that the education of PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation of the School Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE helps in many ways to meet the objectives set out in the Children Act 2004 (Every Child Matters) – ‘that to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being’. PSHE makes a significant contribution to pupil’s spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school’s statutory responsibility to pupils’ wellbeing. In addition, the learning provided through this comprehensive PSHE provision is essential to safeguarding pupils, as Ofsted has set out.

## What we teach

PSHE respects and takes account of pupils’ prior learning and experiences. Our teaching reflects the needs shared by all children and specific needs of pupils at Guiseley Primary School. In 2016, our school adopted a new PSHE scheme of work ‘You, Me, PSHE’. This provides our school with a clear and progressive PSHE curriculum which can be used from years one to six. We have divided PSHE into 7 different strands:

- Sex and relationship education.
- Drug, alcohol and tobacco education.
- Physical health and wellbeing.
- Mental health and emotional wellbeing.
- Keeping safe and managing risk Careers.
- Financial capability & economic wellbeing.
- Identity, society and equality.

Within each strand, we have designed age appropriate topics for the different year groups.

Alongside this scheme of work, seven SEAL themes (Social and Emotional Aspects of Learning) are explored during each year: ‘New Beginnings’, ‘Good to be me’, ‘Say NO to Bullying’, ‘Going for Goals’, ‘Relationships’, ‘Getting on and Falling out’, and ‘Changes’. These themes are supported by a planned programme of class assemblies that focuses on our weekly ethos statements.

## How we teach PSHE

At Guiseley Primary School we will provide children with a range of experiences and opportunities that can enrich and broaden their learning in PSHE.

Much of what we teach will be delivered through class discussion and will include time for personal reflection. Teaching is responsive to class and pupil needs and decisions may be taken to explore one aspect in greater depth, or move on, as dictated by the needs of the cohort. From whole class sessions, the Learning Mentor or teacher may follow up certain themes with individual pupils in more detail dependent on need.

Whole school focus weeks or days will be adapted to meet the needs of each year group and to ensure coverage of the scheme of work. Some aspects of the programme may need to have parental approval.

## **EYFS**

In the Early Years 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 and experiences, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of activities, as members of a small group or occasionally during whole school activities.

## **How we assess PSHE**

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

In addition to assessments at the end of each unit of work, children are assessed against ten key statements at the end of each academic year, the statements focus on the skills taught during the year. Class teachers will identify the children that are not achieving to the expected level in the majority of the skills and those that are achieving above the expected level in the majority of skills taught. EYFS assessments are made in line with the expectations of the EYFS ELG.

End of year reports are given to parents regarding children's progress in PSHE, alongside other curriculum subjects. They will be informed on the report as to whether children are working below, at, or above, expected year group outcomes

## **How we monitor PSHE**

PSHE is monitored in-line with other foundation subjects. The Subject Leader will be allocated time during the academic year to monitor the subject across the phases linked to whole school development priorities. This will focus on PSHE specific teaching and learning with reference to how we teach PSHE (see above) and may include: classroom observations, interviewing children and adults, planning, and looking at children's work. Results of monitoring will inform the Subject Leader's action plan.

Each year, plans are monitored and updated where appropriate. Discussions are held with staff and pupils to inform future planning enabling high quality, responsive PSHE teaching to be delivered. The Subject Leader manages the long term plan for PSHE alongside the curriculum leader.

In addition, the Subject Leader reports to the assessment leader at the end of the academic year referring to data analysis of each year group end of year data.

## **Professional Development**

Mrs Bradbury is the subject leader; she will lead staff meetings, INSET activities, provide consultancy and advice, implement desirable changes and attend relevant training courses.

## **Resources**

At Guiseley Primary School we recognise that the style and delivery of PSHE is crucial to the child's enthusiasm and understanding. In order to make PSHE a lively, active subject we use a variety of teaching methods and resources. These include art, music, creative writing, discussion, debate, dance, drama, use

of artefacts, photographs, DVD's, visits and visitors, IWB materials and opportunities for periods of stillness and reflection.

PSHE resources are stored in the KS2 storeroom. The PSHE coordinator will be responsible for the managing and resourcing of the subject and provide support and assistance to staff where necessary.

## **ICT**

ICT will be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performance as they develop, using digital cameras. Children may also use easy speaks or Ipads to record their thoughts and ideas.

Students may be encouraged to:

- Find things out from a variety of sources, selecting and using information to meet their needs.
- Develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

## **Health & Safety**

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to PSHE. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy. During their time at Guiseley Primary School, children are taught the importance of safe handling and encouraged to assess and minimise risks with increasing independence.

## **Inclusion**

PSHE teaching at Guiseley Primary School is free from bias or generalisation in respect of gender, class, race or disability. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.

## **Safeguarding**

Guiseley Primary School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.

The following additional policies supplement this policy: SEN and Inclusion Policy, Single Equality Policy, RE Policy, Collective Worship Policy and the SRE Policy.

## **Key responsibilities for PSHE**

### **i) All staff**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding PSHE.
- attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate.
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's PSHE provision.
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs.
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it.

### **ii) Lead member/s of staff**

The lead member of staff is entitled to receive training in her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

Specific responsibilities	Who – role?
Co-ordinating the PSHE provision, ensuring a spiral curriculum	Mrs Bell & Mrs Bradbury
Named governor responsible for PSHE	Mr Webster
Accessing and co-ordinating training and support for staff	Mrs Buckton & Mrs Bradbury
Establishing and maintaining links with external agencies/other health professionals	Mrs Bradbury & Mrs Jeffrey
Policy development and review, including consultation	Mrs Bell, Mrs Buckton & Mrs Bradbury
Implementation of the policy; monitoring and assessing its effectiveness in practice	Mrs Bell, Mrs Buckton & Mrs Bradbury
Managing child protection/safe guarding issues	Mrs Bell & Mrs Jeffrey
Liaising with link schools to ensure a smooth transition	Mrs Bell, Mrs Buckton, Mrs Bradbury & class teachers

The lead member of staff will:

- develop the school policy and review it on a yearly basis.
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE.
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE.
- ensure that PSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.

### iii) **Governors**

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for PSHE who works closely with, and in support of, the lead members of staff. When aspects of PSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

### iv) **Pupils**

All pupils:

- should support one another with issues that arise through PSHE.
- will listen in class, be considerate of other people's feelings and beliefs, and comply with confidentiality rules that are set in class.
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise.
- will be asked for feedback on the school's PSHE provision termly/yearly and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for PSHE and taken into consideration when the curriculum is prepared for the following year's pupils.

### v) **Parents/carers**

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE. The school will encourage this partnership by keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered.

Signed by:

Head teacher

Chair of Governors

Subject Leader for PSHE