

# West Exmoor Federation



## PSHE (including Citizenship) Policy

Reviewed in February 2018

## **West Exmoor Federation - Personal, social and health education policy (including citizenship)**

**There are four main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

### **Introduction**

#### The importance of personal, social and health education to the curriculum

Personal, social and health education (PSHE) enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

#### The aims of personal, social and health education and how these contribute to the school's aims

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

### Citizenship

The incorporation of citizenship in PSHE at Key Stages 1 and 2 allows for an integrated approach to the major themes of citizenship.

## **Strategy for implementation**

### Entitlement and curriculum provision

Across the school 2.5 per cent of curriculum time is allocated to PSHE. This amounts to about 20 hours at Key Stage 1 and 22 hours at Key Stage 2 per year.

Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both key stages.

### Teaching and Learning

#### Teaching and learning styles

Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

### The curriculum

A programme for PSHE across the whole school is in place and shows what, where and how each area of the personal, social and health education curriculum is covered. Built into this programme time is allowed for dealing with issues and matters that arise in the course of discussion and from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved.

### Assessment and recording

For all pupils teachers maintain an annual record of developments in the pupils' progress in their personal and social development. In Reception and Year 1 teachers' comments refer to the pupils' progress in relation to their baseline assessment in personal and social development. In Years 1 – 6 teachers' comments refer to comments made in the previous annual report to parents. In all years, teachers' comments refer to progress made in relation to any individual personal and social development targets set. For pupils on the SEND register, teachers' comments refer to progress made on agreed targets in relation to My Plans that refer to personal and social development.

Teachers assess the pupils' response to specific PSHE tasks set in planned activities, as well as their response in other lessons and across the school day, and assess in accordance with the Assessment Policy.

All teachers, learning support assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-ordinator to identify pupils' progress which is well above or below that which is expected.

### Continuity and progression

There is a clear programme of planned activities that covers personal, social and health education across the school. This programme is in addition to what pupils learn from the curriculum for the under fives, in subjects of the National Curriculum and religious education.

The aims of the school include a clear statement referring directly to personal, social and health education within the school community.

The programme ensures that some themes are re-visited frequently: for example, friendship patterns and responsibility, growing and changing, and caring for others.

### Inclusion

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

### Organisation

PSHE themes are covered in subjects across the curriculum, collective worship themes, and in dedicated PSHE time.

Pupils undertake the majority of PSHE activities with their class teacher. In most activities pupils are working on a whole-class activity, as a member of a group or individually.

### Learning resources

The following resources are available in school. In different year groups the PSHE programme draws on parts of these resources. Therefore, they are not separated into sections for parts of the PSHE programme.

WE EAT ELEPHANTS

LIFE EDUCATION BUS & SCARF RESOURCES

NSPCC PANTS

SEAL

TACADE

Skills for the Primary School Child

The World of Drugs for the Primary School Child

The World of Alcohol

QUALITY CIRCLE TIME - Jenny Mosley, Published by L.D.A.

### The learning environment

The classroom is regarded as the "home base" and is the best place for most PSHE lessons.

It is not expected that the pupils' work in PSHE is celebrated and displayed in the same way as their work in writing or art. Nevertheless, display space needs to be provided where there is ongoing work recorded, for example, using flipcharts, brainstorming ideas, lists, questions raised, decisions and agreements. A display board for the work and decisions of the school council is encouraged. There are also occasions when displays for parents and the wider community are appropriate.

Part of PSHE is the pupils' contribution to the whole-school environment, inside and outside. Responsibility for, and pride in, the whole-school site is regarded as important.

## **Safe practice**

### Outside visitors, using other agencies and out of school activities

The school uses several outside agencies to contribute to the PSHE programme. These are indicated in the programme of work for each year. Teachers are expected to make arrangements and prepare well in advance for these to take place. These agencies have been carefully checked.

If a teacher decides to tackle something different or use an agency/visitor that has not been used before, teachers must discuss this with the headteacher before any arrangements are made.

The time allocated by the school and these agencies/visitors is precious. Preparation and planning should be appropriate so that the best use is made of the time available. Teachers should be aware that many of these agencies have their own guidelines and codes of practice to follow and tasks to perform.

“Guidelines for Visitors” is in the Devon’s “Drugs Education Guidelines”. This should be followed for all outside visitors.

Out-of-school activities add greatly to the quality PSHE provided. However, it is important that pupils have the time to reflect upon their experiences and the ways in which they and others were affected.

## **Homelearning and the role of parents and carers**

At both key stages pupils are expected to undertake some PSHE activities as home learning. In the programme there are suggested homework activities in nearly all the units of work. Pupils at all stages should tackle at least one in each unit. They might be expected to interview parents about “The night I was born” for Key Stage 1 sex education; ask grandparents and other senior citizens for details of how bullying was dealt with in their school days; or note the frequency of notices in local shop as part of drugs education and the laws for the sale of alcohol, tobacco and solvents.

The personal, social and health education of the nation’s pupils is a responsibility of all adults.

## **The contribution of PSHE to other aspects of the curriculum**

PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE. Literature, history, physical education and science are the obvious ones.

On the other hand, PSHE provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

## **Leadership and management**

### Staff development and training opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff, particularly teachers, are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend Devon Curriculum Services area conferences;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.

#### Leadership and management roles

The subject leader has the responsibility to take a lead in developing PSHE across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader and support arising from the school improvement plan and identified in performance management and induction programmes.

#### **How the subject is monitored and evaluated**

All teachers are responsible for monitoring the pupils' progress and the quality of PSHE provided but the subject leader/headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary these are: bi-annual staff meetings to evaluate the impact of PSHE activities and units of work; the co-ordinator analyses teachers' planning files once per term to monitor coverage and balance of PSHE activities; the co-ordinator one monitoring day per year to undertake lesson observations. The headteacher is to monitor annual reports to parents.

Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.