

SCHOOL POLICY FOR PSHE

Co-ordinator:

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Buddy:

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Review by:

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How the Policy developed

This policy now updates the previous one developed in 2013. It is intended as a comprehensive policy that supports a whole school approach, based on the non-statutory framework given in the National Curriculum.

Intentions

- To maintain the high profile and acknowledge the value and importance of PSHE and Citizenship across the whole school.
- To use the Shropshire Schools for Health, Planning PSHE and Citizenship in primary schools folder with guidance and lesson plans.
- To ensure PSHE is identified on medium term planning.
- To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- To provide pupils with as many opportunities and experiences as possible to enable them to be aware of their own worth and to realise that this brings responsibilities towards others. Pupils need opportunities to reflect on the changes and issues, which affect them and help them to decide how they can become responsible members of society.
- To continue to raise the profile of the School Council and increase its effectiveness in giving children a 'voice' within the school.
- To continue reviewing our practice with Anti-bullying as part of our teaching of PSHE
- To continue to effectively run both the Playground and Lunchtime Buddy Systems and to redevelop an anti-bullying committee within the School Council.
- To continue to encourage healthy eating through PSHE, other curriculum areas e.g. Design and Technology, Science, and through extra-curriculum activities.
- To follow the updated school Equal Opportunities and Anti-bullying Policies, and to be aware of Child Protection issues and procedures.
- To follow the updated school Policies for Drugs Education, and Sex and Relationship Education

Aims and Objectives

We are aware that PSHE includes aspects of school life not confined to the classroom e.g. friendship, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Both will complement each other, as PSHE does not exist in a vacuum. Through the breadth of opportunities offered to children in the Foundation Stage and throughout KS1 and KS2, pupils will be encouraged to make choices and decisions in the issues that affect our lives. We aim to continue to value the relevant aspects of 'Every Child Matters,' giving all children the support they need to:

- Be healthy
- Stay safe

- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

As well as using The Shropshire planning documents which highlights the SEAL theme and ECM outcomes we can also use the skills outlines in the creative curriculum planning (see example below)

During Foundation Stage, PSHE is taught within the area of ‘Personal, Social and Emotional Development.’ Which has been broken down into 3 sections; making relationships, self confidence-self awareness, managing feelings and behaviour, which will be monitored and tracked throughout the year.

Key Skill – End of KS 2	Personal Wellbeing	Term 1	Term 2	Term 3
Reflect and Evaluate Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.	<ul style="list-style-type: none"> • I am beginning to take responsibility for physical activity and nutrition for a physically and mentally healthy lifestyle. • I am beginning to understand that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence. • I am beginning to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. 			
Plan and Implement Generate and implement ideas, plans and strategies, exploring alternatives.	<ul style="list-style-type: none"> • I am beginning to plan, prepare and cook simple healthy meals. • I have some strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. • I am learning to manage changing emotions and relationships and understand how new relationships may develop. 			
Move with control Move with ease, poise, stability and control in a range of physical contexts.	<ul style="list-style-type: none"> • NA 			
Find and check information Find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media.	<ul style="list-style-type: none"> • I am beginning to understand the physical changes that take place in the human body as we grow and how these relate to human reproduction. 			
Communicate Communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.	<ul style="list-style-type: none"> • I communicate about: <ul style="list-style-type: none"> ○ Lifestyle choices ○ Healthy meals ○ Controlling emotions ○ Substance misuse ○ Relationships ○ Growth and reproduction 			

Principles of Teaching and Learning

For both Key Stages positive self- esteem and confidence are important as foundations to enable children to be secure, motivated, confident and independent learners. As part of that learning children need to develop assertiveness and skills of negotiation, conflict resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children’s personal safety should be addressed and children also need to

develop their role as a sensible consumer.

Equal Access and Outcome

All pupils have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover level appropriate skills as well as areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that school's PSHE supports the personal and social development of children at home.

Health and Safety

The Health and Safety Policy will be adhered to. School visits will be planned carefully with regard to the requirements for educational visits.

Confidentiality

The School/ LEA Confidentiality policy will be adhered to at all times.

Implementation

The policy will be implemented following consultation with staff and governors. All staff will receive a copy of this policy and have had input in the review.

Delivery of the policy will be monitored by the Co-ordinator and Buddy.

Continuity and progression

Medium term planning for Foundation Stage and planning grids for both key stages show the continuity and progression.

Curriculum Organisation

- PSHE and Citizenship will be delivered as follows:
- Planned units of work with a main focus which links (Where possible) to termly themes.
- The main planned focus will be appropriate to the children at whatever stage of their primary life and curriculum coverage will ensure progression
- With the creative curriculum PSHE should become embedded in all areas of learning, teaching and learning in PSHE should be adapted to the times and needs of the children.
- All of the PSHE and Citizenship curriculum will not be delivered in one year. It is recognised that certain areas will need to be delivered each year or each term as appropriate e.g. making of class rules, the STAR programme for year five and six pupils.
- As with all other areas of the curriculum PSHE in the classroom will be delivered through a range of strategies e.g. whole class or group discussion, circle time, videos, recorded work, drama etc.
- Cross- curricular links will be made whenever possible and identified in planning. The main curriculum area being studied will be evident in recorded work.
- Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

Through school's Acts of Worship many topics also relevant to PSHE will be discussed at the level appropriate to the children. Assemblies are also forums for children to receive positive feedback and to celebrate their achievements at school and in the wider community. Children from KS2 are given responsibility for preparation of the hall. Children from both key stages participate in assemblies at various times.

Resourcing

Schools for health Shropshire guidance folders will be placed in access of staff on both keystages.

S.E.A.L. materials will be stored centrally on each KS site. Resources will continue to be updated to meet staff needs.

Assessment and Reporting

Assessment will:

- Actively involve pupils as partners in the assessment process
- Involve discussions with pupils about learning objectives and desired outcomes.
- Give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes for the relevant activities.
- Be ongoing, re-enforce and reflect on previous learning to take into account the current needs of the children.
- Include termly evaluations of planning by staff to inform future learning and teaching.

During Foundation Stage PSHE will be assessed as part of ongoing observations relating to the PSED (personal social emotional development) Tracking sheets.

Within KS1 and KS2 ongoing assessment of PSHE will be undertaken by staff and reported to parents via school reports.

Summary

We intend that this policy will enable us to continue to develop a whole school approach to PSHE and Citizenship, with continuity and progression through classes and key stages.

We believe that our practice in PSHE and Citizenship helps our school to relate well to the local community by giving children the skills and understanding to play a positive and active role in society. Our children are happy, confident and well motivated and have a wish to learn and be involved in all aspects of their learning. Our policy and practice promote equality for everyone.