

BORROW WOOD PRIMARY SCHOOL



PSHE

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Introduction

This policy is informed by National Curriculum guidance (2014). Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

It also states that:

'Every state-funded school must offer a curriculum which is balanced and broadly based and 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.'*

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that the subject is:

'An important and necessary part of all pupils' education.'

It goes on to note that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

The document entitled 'Promoting fundamental British values as part of SMSC in Schools' (Nov 2014) has also been taken into consideration. *'Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.'*

Aims

At Borrow Wood Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life, to become informed, active, responsible citizens. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

Our school ethos is CHOICE, which promotes Challenge, Honesty, Ownership, Inclusion, Care and Excellence. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our 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.

Therefore at Borrow Wood we aim to:

- Provide opportunities for all pupils to learn and to achieve.
- Promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life, in doing so, promoting fundamental British values, as outlined in the government advice 'Promoting fundamental British values as part of SMSC in Schools' (Nov 2014)
- Encourage children to regard people of all faiths, races and cultures with respect and tolerance.
- Encourage children to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Develop confidences and responsibilities and support children in making the most of their abilities.
- Prepare children to play an active role as citizens.
- Promote a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Develop good relationships and respect the differences between people.
- Understand some basic principles of finances.
- Make a positive contribution to the life of the school.

Teaching and Learning

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Setting ground rules before PSHE lessons.
- Focussing on children working together cooperatively.
- Problem solving.
- Understanding another point of view.
- Reflection, review and evaluation.
- Circle Time.
- Discussion about issues relating to School Council.
- Drama and role-play.

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHE.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Discussing targets with children.
3. Encouraging children to recognise and respect differences between people.
4. The election of a school council in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are wider opportunities for personal and social development at school. These include:-

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for collective worship to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for example the Christmas nativity, science day, charity events and enterprise projects.

Planning

Borrow Wood uses the SEAL – Social and Emotional Aspects of Learning - materials to teach many of the elements of PSHE. We recognise that there are areas that SEAL does not cover. Therefore alongside SEAL, we also follow the Derby City scheme of work for RSE (Relationship and Sex Education) and the Derby City

Drug Education scheme of work. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings.

Organisation

PSHE and Citizenship cannot always be confined to specific timetabled time. At Borrow Wood PSHE and Citizenship is delivered within a whole school approach which includes:

- Discrete curriculum time. (i.e. separately planned lessons)
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas. (i.e. through all the other subjects)
- Through PSHE and Citizenship activities and school events. (i.e. residential experiences, visits and special days.)

Pupils with SEN and more able pupils

All staff have a duty towards providing support for children with special educational needs within school. Class teachers identify concerns and ensure that pupils' different learning styles are catered for within the learning environment, liaising with the SENCO or inclusion teacher to discuss provision. The class teacher will also differentiate appropriately to cater for more able children. In PSHE lessons, this will often take the form of higher level questions.

Coordination

The PSHE Co-ordinator will:

- Monitor the teaching and learning of PSHE.
- Lead policy development.
- Provide appropriate support for staff.
- Attend relevant courses and feedback relevant information to staff.
- Order and monitor resources.
- Write and implement an annual action plan.

Assessment, records and reports

In PSHE and Citizenship there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Ongoing informal assessments are carried out during PSHE lessons.

At Borrow Wood assessment in PSHE and Citizenship also includes the following recognitions of children's achievement:

- From assessments of their factual knowledge and understanding (Peer, self and teacher assessment)
- Celebration of awards in weekly awards assemblies conducted by the pupils
- Participation as members of the School Council

Links with other subjects

PSHE underpins the teaching of many other subjects in the National Curriculum. *See Appendix 1.*

Healthy Schools Award

At Borrow Wood we recognise the Healthy Schools Award as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense. We are currently in the process of renewing this award.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE co-ordinator when concerned.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE and Citizenship lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the LA - PSHE/Citizenship team and Health to enhance the quality of its PSHE education provision. Prior to agencies attending the school, relevant staff ensure that their input is integrated within a planned programme.

At Borrow Wood Primary School we also involve the School Nurse in our PSHE programme.

Evaluation

The PSHE coordinator is responsible for monitoring and evaluating the teaching and learning of PSHE. This will take place in a variety of ways, including the scrutiny of planning and children's work and staff questionnaires.

Appendix 1

Provision through teaching and learning in other subjects/curriculum areas

Provision for some aspects of PSHE and Citizenship could be made through other subjects including RE.

Some subjects in the curriculum have opportunities to make links with PSHE.

- *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- *Mathematics*: aspects of financial capability, counting and sharing.
- *Science*: (including medicines), sex, health, safety and the environment.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *ICT*: communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between National Healthy Schools, PSHE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.