

Baines Endowed VC Primary School

PSHEe Policy

Introduction

Personal, Social, Health and Enterprise Education helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens.

It is widely accepted that personal, social and emotional skills are crucial to success and fulfilment in adult life. At Baines Endowed VC Primary School we take the point of view that it is our responsibility to promote the personal, social and emotional development of all our pupils in order to prepare them for their futures. We will achieve this through the teaching of PSHEe, supported by cross curricular teaching and learning.

Aims

Through this policy we aim that all children will:

- have the opportunity to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of school and community.
- learn to recognise their own worth, work well with others and become increasingly responsible for their learning.
- reflect on their experiences and develop an understanding of how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and well-being.
- gain an understanding of the differences between right and wrong, moral conflict, a concern for others and a desire to do what is right.
- be able to reflect on the consequences of their actions and learn how to forgive themselves and others.
- develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.
- acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to and work with others.
- display a sense of belonging and an increasing willingness to participate.
- develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in their communities.

- acquire an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences.
- acquire a sense of respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences.

Curriculum

PSHEe is taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships with, and between staff, the displays in school and the outside environment of the school.

We teach PSHEe in a variety of ways. Some of the objectives are covered in dedicated PSHEe times. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies, Science and the Creative Curriculum; attitudes and expectations of behaviour promoted by adults in the school.

Forms of curriculum provision may include:

- Discrete curriculum time
- Teaching PSHEe through and in other subjects/curriculum areas where appropriate
- Through circle time, school council, eco-committee and other specific meetings
- Through class, key stage and whole school assemblies
- Through curriculum enrichment (e.g. focus days/weeks, Sports Day, raising money for school and charities, taking part in local community ventures)
- Through visits from supporting agencies/people e.g. School Nurse, Drugs Education Officer, Road safety team, Fire-brigade, Police Liaison Officer, Lifeboat Services etc
- Visits from other adults including: parents, members of the community and local religious leaders.

Schemes of work

Throughout Key Stage 1 and 2 the teaching of PSHEe follows the Programme of Study set out by The PSHE Association using the Lancashire Framework for the teaching of PSHEe and the SEAL scheme of work for support. Circle time and other activities are also recommended to deal with class and pupil issues as and when they arise. As a school close to the sea we also focus on beach and sea

safety and tram safety, as well as emphasising and modelling good practise in sun safety.

The PSHE Association Programme of Study is based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The Lancashire Framework for the teaching of PSHEe units are:

- Healthy lifestyles
- Keeping safe
- Emotional health and well-being
- Relationships
- Sex and relationships education
- Drug awareness
- Economic well-being and financial capability
- Making a positive contribution

The SEAL units are:

- New Beginnings
- Good to be me
- Getting on and falling out
- Relationships
- Going for Goals
- Changes
- Say no to bullying

In Early Years PSHEe is taught specifically through the 'Personal, Social and Emotional Development' Early Learning Goals as well as through the other areas of learning. (See Early Years Foundation Stage Policy)

Teaching and Learning

Teaching and Learning in PSHEe follows the agreed principles set out in the Teaching and Learning Policy. A variety of teaching and learning strategies are used to deliver PSHEe which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHEe lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and using first-hand learning to achieve positive ends

Lessons help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. It also recognises and explains the consequences of homophobic, biphobic or transphobic bullying or derogatory language.

Most PSHEe teaching is carried out by the class teacher. However, certain aspects of the curriculum, such as sex and drugs education may be supported by a specialist teacher such as the School Nurse or a Drugs Education Officer.

A variety of resources are used to support teaching and learning in PSHEe. These include the PSHE Association, Lancashire Framework and the SEAL programme, Espresso and supplementary materials, Health for Life and Real Health for Real Lives. Other materials such as books, puppets and posters are also used to support teaching and learning.

Sensitive and controversial issues are dealt with carefully by all staff, supported by other professionals where appropriate, and always within the parameters of our Safeguarding Policy.

Pupil Voice

At Baines Endowed VC Primary School we believe that the voice of the pupil is essential. Staff will begin to teach each topic through a KWL grid approach so that pupils current knowledge can be assessed and what they would like to know more about can be ascertained. The PSHEe co-ordinator will interview children on a yearly basis to ascertain their views on the teaching and their learning of PSHEe. The School Council will be asked to discuss certain issues relating to

PSHEe and to take these discussions back to their classes. Weekly Key Stage Assemblies will begin with a key question and this will often be a PSHEe based question. Classes will discuss this question individually and then as a whole Key Stage.

We believe that it is important that children feel able to ask any questions that they wish and that their questions are valued. However, if necessary, teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')

Each class also have a question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Parental links

We are committed to working with parents and carers. We will offer support by providing relevant materials and information sessions where appropriate. We will communicate to parents about their right to withdraw their children from SRE sessions through our SRE policy and this will be available to parents on our website and given out to new parents through Parentmail or paper copies.

Equalities

PSHEe is accessible to all of our children irrespective of their gender, culture, sexual orientation, ability or aptitude. It forms part of the school policy to provide a broad and balanced education to all children. Through our PSHEe teaching we provide learning opportunities that enable all pupils to make progress, according to each child's needs and capabilities. Teaching will take into account the ability, age, readiness, social, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHEe education provision.

We enable pupils to have access to the full range of activities involved in learning PSHEe. If activities are outside the classroom, for example, visiting our local church, risk assessments prior to the activity ensure they are safe and appropriate for all pupils.

Assessment, Recording and Reporting

Assessment takes place in accordance with the schools' Assessment policy. The main process we use to assess pupils progress in PSHEe is through observation of how they apply their knowledge, skills and understanding in simulated and real experiences. Each class will compile their own PSHEe scrapbook which will record their discussions and learning on a weekly basis.

Celebration of achievement contributes to building pupils' self esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride.

At Baines Endowed VC Primary School we celebrate achievement in a variety of ways including;

- The use of Class Dojo, the Ladder of Success, stickers and team points.
- Weekly achievement assemblies to which parents are invited and at which two children from each class are chosen to receive a certificate and a trophy. These children are also awarded VIP status and eat at the VIP table that day with either the Head or Deputy Head Teacher.
- Thank you post cards sent home to reward good manners or helpful behaviour. These are also displayed in school.
- All children are in a team and points are awarded for good behaviour, tidiness, effort etc. A trophy is given out each week for the winning team and at the end of the year the winning team visits the ice cream van!
- Welfare staff hand out stickers for good behaviour at lunch time and award two certificates in the weekly Achievement Assembly.
- Excellent attendance is rewarded individually through termly Head teachers certificates and as a class once a week at the Achievement Assembly. The class with the highest attendance is able to look after 'Mario' for the week. At the end of the year the class with the highest overall attendance is rewarded with a trip.
- Healthy lifestyles are encouraged through our Walk on Wednesday scheme and the class which has the highest number of children walking to school that month receives a trophy.

Links to other policies

Other whole school policies contribute to the personal, social, emotional and enterprise development of pupils. These include:

- Drugs Policy
- Sex and Relationships Policy
- Food Policy
- Behaviour and anti-bullying Policy

- CPD Policy
- All subject Policies
- SEN / MA Policy
- Equalities Policy
- Extended Provision
- Safeguarding Policy
- Confidentiality Policy

Leadership, Management, Resourcing and Monitoring

The PSHEe Coordinator, alongside the Senior Leadership Team is responsible for:

- Monitoring and evaluating PSHEe provision
- Formulating/managing/monitoring/revising assessment procedures for PSHEe in line with school policy
- Monitoring and evaluating teaching and learning

The PSHEe Coordinator will:

- Attend appropriate courses and update meetings for PSHEe then feedback to staff on an informal or formal basis.
- Lead professional development and provide on-going advice/support for colleagues in PSHEe.
- Advise staff and the headteacher on developmental issues for PSHEe.
- Audit, manage and monitor resources for PSHEe.
- Assist with liaison in PSHEe with other schools, parents, governors and other outside agencies.

K. Maddison Autumn 2013

Reviewed December 2014

Reviewed October 2015

E.Hedges - Reviewed September 2017