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## **PSHCE Policy**

### **Policy for Personal, Social and Health Education**

Personal, social and health education (PSHE) helps to give the children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible citizens. Pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

#### **The key principles that underpin our PSHE education provision**

Our PSHE education programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure it is relevant. We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Where appropriate, the subject is linked to other subjects in a cross curricular way such as:-

- PE (healthy lifestyles)
- Science (some aspects of drug, SRE and moral awareness)
- DT food (healthy lifestyles)
- Drama (often address issues related to PSHE such as peer on peer abuse)
- English
- RE (diversity, relationships, moral, social and cultural issues e.g. PREVENT)

PSHE is also taught through whole school events that all pupils are entitled to such as:-

- Anti-bullying week
- Safer Internet Day
- Road Safety Week
- Speakers invited into school to speak on specific topics

School assemblies refer to PSHE issues where appropriate and there may be special assemblies if a need arises. Details of the programme of study are available on request.

#### **Local and National Guidance**

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of young people at the school and of society
- Prepares young people for the opportunities, responsibilities and experiences of adult life

Schools have a statutory duty to promote young people's wellbeing. As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- **successful learners**
- **confident individuals**
- **responsible citizens.**

Our policy is in line with guidance from the DfE

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

### **The role of PSHE in supporting Safeguarding**

Keeping Children Safe in Education 2018 identifies that Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and/or, for maintained schools and colleges, through sex and relationship education (SRE). Lessons are taught on peer on peer abuse and include (but not limited to):-

- Anti-bullying (including cyberbullying)
- Gender based violence/sexual assaults
- Youth produced imagery

Staff ensure, in these lessons, that pupils are aware of the safety procedures in school and that peer on peer abuse is not tolerated.

### **E-safety & Information Governance**

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet safety policy is in place to support this.

All information is held following the General Data Protection Regulations (GDPR). A GDPR team is responsible for ensuring all data is held according to National requirements.

### **Role of the Leader**

- To organise and maintain PSHE resources in the school.
- To advise and coordinate the teaching of PSHE in the school.
- To offer guidance and support in the planning process.
- To keep abreast of current trends and initiatives.
- To attend courses and coordinators meetings.

### **Links with other School Policies**

Other school policies contribute to the personal, social and emotional development of pupils:-

- Behaviour
- Health and Safety
- Drug and Alcohol
- Sex and Relationships Education (SRE)
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities
- Anti-bullying policy
- Equality and Diversity

### **Equal Opportunities**

PSHE promotes the needs and interests of all pupils irrespective of gender / sexual orientation, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both diversity and gender issues and ensuring equal opportunities for all.

### **Aims and Objectives of PSHE education**

PSHE education, is central to the development of the young people at Castledyke Primary School. The planned programme is designed to help them to deal with the difficult moral, social and health related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

PSHE should give pupils:

- The knowledge skills and understanding they need to lead confident, healthy, independent lives.
- Information enabling them to become informed, active, responsible citizens.
- Encouragement to take part in a wide range of curricular and extra-curricular activities.
- Encouragement to contribute fully to the life of their school and community.

Pupils learn to:

- Recognise their own worth.
- Work well with others.
- Become increasingly responsible for their own learning.
- Keep themselves healthy, safe and make appropriate behaviour choices.
- Reflect on their own experiences and understand how they are developing personally and socially.
- Discuss spiritual, moral social and cultural issues that are part of growing up (SMSCD -Spiritual, Moral, Social and Cultural Development).
- To begin to understand the main political and social institutions that affect their lives.
- To begin to understand about their responsibilities, rights and duties as individuals and members of communities.
- Understand and respect our common humanity, diversity and differences so as to go on to form the effective, fulfilling relationships essential to life and learning.

The values and ethos of the school will not only be made explicit in PSHE education, they will at times be shaped by what happens in PSHE education. It is the planned provision through which we promote both the present and future personal and emotional wellbeing of our young people. We like to think that PSHE lessons provide 'learning for life' opportunities.

### **PSHE and the Wider Curriculum**

The PSHE education programme is embedded within the wider learning offered by the school to ensure that young people have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported. The school provides opportunities for young people to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

### **Approaches to Teaching and Learning**

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

To facilitate pupils' learning in PSHE:

- Attention is given to developing a safe and secure classroom climate (via use of ground rules in all years, with confidentiality boundaries clearly stated)
- The purpose of each lesson is made clear
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class-they are planned to be age appropriate and to respond to local needs
- Learning experiences draw on pupils' own experiences or existing knowledge, and provide a range of opportunities for pupils to learn, practice and demonstrate skills, attitudes, knowledge and understanding
- Time is given for pupils to reflect, consolidate and apply their learning
- Pupils are encouraged to take responsibility for their own learning and to record / reflect on their own progress
- A wide range of active teaching and learning methods are used
- Information provided is realistic and relevant and reinforces positive social norms. It takes a positive approach that does not attempt to induce shock or guilt and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing
- It is always stressed however, that most importantly what they learn within the classroom, needs to be confidently applied out of school when pupils are ready/need to apply their learning
- Rewards are made clear and are given frequently, possibly based on success criteria, but sometimes for other areas

The PSHE education programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, climate and culture and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of young people is the responsibility of all staff, in partnership with families and the wider community. Where appropriate, the school encourages their involvement in the programme.

### **Connections in Learning**

The purpose of each lesson is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles in PSHE education, with an emphasis on active and participative learning and the teacher as facilitator. Assemblies at the school often build upon themes delivered within the PSHE curriculum and indeed are requested e.g. assemblies to back up anti-bullying week, assemblies on safety issues, diversity issues, aspirations and the world of work. Assemblies always build upon the issues of spiritual, moral, social and cultural awareness and so back up the ethos being delivered via the PSHE curriculum.

### **PSHE programme of study**

During the EYFS pupils gain confidence in trying new activities, saying why they like some activities more than others. They grow in confidence to speak in a familiar group and can identify a safe person to talk to in

school if they are worried or upset. They will talk about their ideas, and will choose the resources they need for their chosen activities. They develop independent skills, say when they do or don't need help and start to understand how to lead a healthy lifestyle regarding food. They notice and can talk about the effect that exercise has on their body.

Pupils explore and talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They develop skills to work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Pupils spend time playing co-operatively, taking turns with others. They begin to learn to take account of one another's ideas about how to organise their activity. They start to show sensitivity to others' needs and feelings, and start to form positive relationships with adults and other children.

**During key stage 1** pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

**During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

#### **Staff training/CPD**

Staff complete an annual confidence and skills questionnaire to determine any training needs. Staff can request training at any point and the PSHE leaders will do their best to accommodate this.

#### **Monitoring and Evaluation**

The PSHE leader monitors the planning, teaching and learning of PSHE regularly. Lesson planning is monitored as appropriate, but will always be monitored /adapted more than annually as local needs arise. Lesson observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy is reviewed annually, or as appropriate. Evidence of work will be collected as well as annual tracking of coverage.

#### **Confidentiality**

Due to the nature of the topics covered in the PSHE education programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

The policy will be reviewed according to the rolling programme agreed by the *Governors* for policy review.

Reviewed Autumn 2018