

John Perry Primary School



Policy for PSHE

Awaiting Ratification June 2019

Review Date June 2021

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What is PSHE?

'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE education aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Why it Should be Taught

Personal, Health and Social Education underpins life at John Perry School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. The Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE reinforces the School Aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- Children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

Who is responsible for coordinating the subject?

Pam Bennett is subject leader with the Healthy Schools team which encompasses PSHE, Relationships Education and other aspects of healthy schools.

How it will be organised and covered

P.S.H.E will be provided through:

- Curriculum time,
- Whole-school assemblies, class sharing assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra-curricular activities e.g. health days, drama groups, Friendship week, Anti Bullying week etc.

Provision Made for Children with Particular Needs

- Open door policy and regular contact with parents working in partnership with the school.
- Regular review meetings and discussions with Class Teacher, SENCo, parents and carers
- Parent Support Group for children with SEND
- Trusting relationships with the Strategic Leadership Team (SLT) and other members of staff enabling children to have choice and a variety of people to talk to.
- High levels of Learning Support Assistants which enable ongoing support in PSHE when needed.
- Learning mentors, Thrive coordinators

Teaching Methods and Approaches

In the Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis in conjunction with the Early Learning Goals.

In KS1 and 2, teachers will plan through their Scheme of work in relation to The Christopher Winter Project (CWP). Teachers will use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.

Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem-solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.

Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.

Criteria for Resource Allocation

Resources are selected that are:

- age appropriate,
- non-discriminatory
- in accord with the values of the school

Some resources chosen will appear discriminatory, but these are used to challenge misconceptions, negative images and messages and stereotypes.

Staff Professional Development

Teachers training needs are determined during the performance management cycle.

Whole school training

The school ensures that teachers are kept informed of relevant changes to aspects of PSHE. They are encouraged to access appropriate school-based INSET or external CPD opportunities.

Assessment and Reporting on Learning

In PSHE

- Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of cooperation and competition.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHE is reported to parents at the end of year reports where personal, social and the child as a learner are a focus.
- Termly teachers update their class profile for SEN where needs are highlighted in learning, but also personal, social and emotional needs are highlighted with actions to support these children.

Foundation Stage

- Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals are for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly.
- Assessment is a planned as part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations, pupil progress reviews and end of year reports.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teachers and Learning Support Assistants. Our school has an ethos where pastoral care and the whole child are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use Learning Support Assistants time flexibly so children's social and emotional needs are supported as this is key for effective learning. As needs arise children will be given time and space to work through problems with

trusted adults. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs. Pupils understand that we are a caring school, who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in talking to SLT, teachers or Learning Support Assistants when they need to. The school fosters close parent-school relationships and the open-door policy ensures parents are confident to share relevant information which may be affecting children's personal, social and emotional behaviour. The work by the parent liaison officer, a member of the school staff, has led to positive relationships developed with many hard to reach families where the school had identified vulnerability.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff and is an integral part of the school's safeguarding policy and protocol. The boundaries of confidentiality should be made clear to pupils.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse, this needs to be noted down and reported to the Child Protection Lead or a member of the safeguarding team and the usual child protection procedures followed.

Working with Outside Agencies.

At John Perry Primary school all community-based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Communicate with children using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Link Governor will feed back at Full Governing Body Meeting and the PSHE lead will feed back to governors through their reports. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

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