



LONGROYDE PRIMARY SCHOOL
Everybody Valued, Everyone Achieves



Personal, Social and Health Education Policy

This policy is written with the following school aims in mind. Our school's aims and objectives are to:

1. Develop a child-centred curriculum, which is broad, balanced and differentiated to meet and develop the needs of all children.
a, b, c, d, e
2. Ensure progression and coverage.
a, b, c,
3. Develop an understanding of all pupils regarding race, gender, ability and disability
a, b, c, d, e, f, g, h
4. Develop the child's self-esteem and image
a, b, c, d, e, f
5. Develop the children as independent learners
a, b, c, d, e
6. Develop a caring attitude to each other by behaving in a positive and responsible manner
a, c, d, e, f
7. Develop a community spirit between the child, parents and the wider community
a, b, c, d, f
8. Develop the attitudes, values, skills and knowledge so that transfer to High School is a smooth one.
a, b
9. Provide experiences which will develop our pupils' spiritual and moral understanding.
g, h

This policy supports and complements, or is supported by the following policies:

- Mission Statement
- Philosophy and Vision/Direction Statement
- Equal Opportunities Policy
- Code of Behaviour Statement
- Positive Behaviour and Rewards Policy
- Anti-Bullying Policy
- Religious Education Policy
- Policy for S.M.S.C Development, Collective Worship and Assemblies
- SEND Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Esafety/Cyberbullying Policy
- Policy on SRE
- Prevent Statement
- Gifted and Talented Policy
- Promoting British Values statement
- **Drug Education Policy**

What is PSHE?

Personal, Social and Health Education (PSHE) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school's overall provision, PSHE education

develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Pupils' Spiritual, Moral, Social and Cultural development (SMSC), their safety and wellbeing, and promoting respectful, positive behaviour, lie at the heart of Longroyde Primary School's vision, ethos and values.

The Aim of PSHE

The aim of PSHE education is to equip pupils with

- accurate, relevant knowledge
- opportunities that turn knowledge into understanding
- opportunities to explore their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, attributes and strategies they will need to lead confident, healthy, safe, productive and balanced lives and to become informed, active, responsible citizens.

It needs to prepare pupils for the opportunities, experiences and responsibilities they encounter now and in later life.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our Intended Outcomes from our PSHE programme

Our pupils will be able to demonstrate that they have the knowledge and understanding to participate as responsible citizens, make informed choices to keep themselves and others safe from risks and keep themselves healthy, both physically and emotionally. They will understand their rights as individuals and their responsibilities to themselves and others. They will be able to reflect upon their behaviour and choices, and transfer their skills to different situations. They will be well prepared to transition to the next stage of their education. They will respect others and their views, value diversity and positively contribute to society.

Guidelines/Teaching and Learning Methods

With the introduction of a new national curriculum in 2014 and PSHE remaining a non-statutory subject for the time being, the coordinator has referred to the PSHE Association for Guidance alongside the DfE Guidance on PSHE Education.

There are three core themes in the PSHE Association's Programmes of Study, which are overlapping and linked.

1. **Health and Wellbeing** – Healthy lifestyles, Growing and Changing and Keeping safe
2. **Relationships** – Feelings and Emotions, Healthy Relationships and Valuing difference
3. **Living in the Wider World** – Rights and Responsibilities, Taking Care of the Environment and Money Matters

PSHE is taught through a progressive, spiral programme, reflecting the needs shared by all young people and the specific needs of the pupils at Longroyde Primary.

The chosen topics provide a context to enrich the following overarching concepts and transferable skills

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Provision for PSHE should be a combination of:

1. Designated curriculum time
2. Whole School Ethos
3. Teaching PSHE through other subjects
4. Assemblies
5. Whole school activities and events
6. Pastoral Care and Guidance
7. Promoting and modelling our School Values and British Values

Designated curriculum time

Planning in PSHE occurs within the school planning framework.

- The Long Term Plan (LTP) has been compiled by the coordinator, and is based upon the PSHE Association's Scheme of Work Primary Planning Toolkit, ensuring coverage of the Programmes of Study which are relevant for our pupils' needs. It was written by the coordinator following training from the PSHE Association, research of local data, and collaboration with local authority health staff and Longroyde Primary staff in identifying and considering pupils' needs within our school. The themes covered in the Long Term Plan are arranged throughout the year groups (Y1,3, and 5 and Y2,4 and 6) to ensure a progressive spiral programme of teaching and learning, and to coincide with special awareness weeks such as Anti-Bullying Week.
- The Medium Term Plans reference the themes and planning grids from the PSHE Association. All themes are contained within this plan, and the school's focus areas, based upon our pupils' needs, are highlighted. These are lessons which must be taught.
- The co-ordinator provides a folder for teaching staff that contains the Long Term Plan, the Medium Term Planning, the PSHE Association planning grids for each year group which state the Programmes of Study to be covered, the lesson objectives and lesson outcomes, and guidance on planning and teaching the lessons.
- Individual lessons are planned from the Medium Term Plan by class teachers. The PSHE co-ordinator is available for guidance and support with this.
- All pupils will learn skills, attributes and knowledge related to our school's identified needs, but year groups and class teachers have the flexibility to address areas that they feel their particular pupils need.

A variety of teaching approaches is used. We know that active engagement in learning, rather than passively receiving information is the most effective PSHE education, and many lessons involve

discussion and interactive learning. Individual, group work and class teaching are used wherever appropriate, and within this, groups are usually of mixed ability.

We will ensure that learning 'starts from where the pupils are' (identifying understanding, gaps in understanding or misunderstanding) by using baseline assessments. This is also an opportunity to involve the pupils in identifying their own learning needs, and with pupils' reflections at the end of a lesson/topic, what they would like to know more about.

The class teacher's role is a facilitator of learning and will ensure that relevant and accurate information is given, balanced with opportunities to develop skills and attributes. A positive approach will be taken by the class teacher – no shock, fear or guilt will be induced. Questions will be dealt with in a positive, supportive, clear manner, and issues will not be explored in a personal way. We will allow pupils to ask questions anonymously, using question boxes where appropriate, and if tricky questions are asked or any pupils seek personal advice or support on specific issues, teachers will be able to ask for guidance from the Senior Leadership Team. It will be made clear to the pupils what can and cannot be kept confidential. See Safeguarding/Child protection and confidentiality policies

Class teachers teach PSHE in class lessons of approximately 30 minutes per week.

Visitors are welcomed into school to support learning, which can complement and enhance units taught by the class teacher, for example; PCSO's, Road Safety Officers and the School Nurse. This provides an opportunity for pupils to gain first hand experience from experts. The class teacher will provide the visitor with clear learning objectives and outcomes in advance of the lesson, and will be present to manage the learning.

Creating a safe and supportive learning environment

All lessons are conducted within a safe and supportive learning environment, with clear and established Ground Rules. We will ensure that any pupils who indicate they may be vulnerable or at risk will get appropriate support. Please see Safeguarding/Child Protection and Confidentiality Policies.

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to independent learning. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Whole School Ethos

See *Mission Statement and Philosophy and Vision/Direction Statement, Promoting British Values statement*

Teaching PSHE through other curriculum subjects

PSHE can be taught through, and as part of, other curriculum subjects and activities. At Longroyde we are very much aware of the opportunities for teaching safeguarding and promoting pupils' SMSC development, which occur across the whole curriculum, and we aim to take advantage of these wherever and whenever possible. The School supports the provision of education for Internet safety and cyberbullying. Curriculum opportunities have been developed for this in ICT and PSHE.

Assemblies

Year group assemblies are now planned with the PSHE curriculum in mind and this year have promoted British Values and the relationship between these and our school values. Assembly themes run for blocks of three to four weeks, to fully explore and develop pupils' understanding of how Values are interweaved into our lives inside and outside school. Assemblies may also be used for opportunities to teach about other areas such as charity awareness, anti-bullying week and safety in our local area, and promote emotional well-being such as World Smile Day.

On Fridays we have special assemblies, Rewards Assemblies, which are devoted to celebrating success and parents are invited to attend.

Through whole school events, extra-curricular activities and other opportunities

Extra-curricular activities - activities offered include football and netball coaching, Band and Choir. These are open to children in all year groups and are an opportunity for pupils to exercise free choice and the school to project itself into the community and recognise pupils' achievement.

Curriculum mornings - to enable coordinators to teach their subject to pupils from across the whole school age range, and enable children to work with pupils from other year groups in a collaborative way. The activities are wide ranging.

School Voting Opportunities

such as for Pupils' Choice Award, the charity each Key Stage wishes to support and most recently to choose our School Values.

Whole School Events

Harvest, Remembrance Day Service, Book Week, Theatre trips for Pantomime, Sports Day/Week, Business and Enterprise Week etc.

PSHE Focus Days

Smile Day and Kindness Day.

Special Events

Y2/6 Productions, Nursery, Reception, KS1, Y3/4 Annual Christmas Production, Talent Shows.

Visits

Year Group Educational Visits e.g. Tesco Farm to Fork, Y6 PGL and Y2/5 Residential Visits.

Charity Days

such as participating in MacMillan Coffee Morning and Children in Need Day.

Charity Awareness

Supporting Oxfam Unwrapped and electing Key Stage 1 and 2 charities.

Visitors

those who enrich the curriculum and complement the work of the teacher e.g. visits by local police and West Yorkshire Fire service, school nurse, storytellers, Road Safety Officers etc.

School Council

Two members from each class elected by their peers, the council members meet every week to discuss and raise issues, and implement positive change. They feedback to their class in class assemblies.

Befrienders

Pupils have the opportunity to meet with specially trained Year 6 pupils to help them to resolve any friendship problems or concerns that they may have. Befrienders also promote positive play and befriend pupils at playtimes and lunchtimes.

Behaviour Ambassadors

Two pupils from each class are chosen every half term as role-models of good behaviour. These pupils choose a Behaviour Star of the Day each day, and explain reasons for their choice.

Awards

such as Pupils' Choice (pupils vote for a child who has impressed them that week), numerous teachers' awards, St Matthew's Community Award for pupils who show commitment to helping different communities through volunteerism or raising money.

Pastoral Care and Guidance

See Relevant Policies stated at the beginning of this document.

Promoting School and British Values

British Values and our School Values underpin our work in PSHE. We display British Values around both school sites, and promote and model them through all areas of School Life. We have made them a focus of this year's assemblies. See *Longroyde Primary School Promoting British Values Statement*.

In 2016, Pupils and staff voted for 9 school values, and again, every opportunity is made to promote and model these throughout every area of school life, referring to them in a relevant and meaningful way. The school values are prominently displayed around school to facilitate this.

resiLience
cOmmunity
toleraNce
keepinG safe
fRiendship
making a pOsitve contribution
courtesY
kinDness
rEspect

Resources

We have a range of resources including books, teaching packs, DVDs, and posters to facilitate the teaching and learning of this subject. These are kept by the PSHE coordinator, and lent to staff using a signing out system. The school library has a selection of fiction and non-fiction books covering a variety of PSHE issues. As this subject is continually developing, resources continue to be acquired. The internet is also a source of material for lesson planning and teaching e.g. Twinkl, Go-Givers, Childline and CyberMentors websites. These are thoroughly explored by the staff for suitability if being shown to and used by pupils. The coordinator refers staff to websites that are particularly useful and rich in resources via planning.

Equality, Diversity and Inclusion

The aim is to develop a broad and balanced scheme of work, which promotes the needs of all pupils regardless of background, ability, aptitude, race, culture or gender. It should be differentiated where appropriate, taking into account such things as the ability, age, and cultural background of the pupils, and taught in accordance with pupils' readiness. Learning Support Assistants will work with individuals where required. We will use PSHE education to address diversity issues by appreciating and valuing the range of identities of people in the UK and pupils in our school, and considering their beliefs, customs and rights.

See *Equal Opportunities and SEND policies*

Health and Safety

Issues include Health and Safety regarding particular curriculum activities and opportunities such as visits. See *Health and Safety Policy*.

Assessment and Recording

There are no attainment targets for PSHE. Schools are advised by the PSHE Association to make use of the existing DfE end of Key Stage statements to inform the assessment process. Baseline, formative and summative assessment is used to assess the progress of individuals and groups, and should be built into PSHE provision.

It can be carried out in a variety of ways.

1. self assessment (by pupils themselves)
2. peer led assessment

Pupils need time to reflect on and assess their current knowledge and subsequent learning, recognising its relevance to their everyday lives and how they are progressing.

3. teacher assessment in the course of their teaching, by observation and from written work.
4. observation by other adults including classroom assistants and visitors

There are two broad areas for assessment:

- Pupils' knowledge and understanding. For example, their recall of facts on healthy eating and identifying and managing risk.
- The way pupils are using their accumulating knowledge and understanding to develop skills, attributes and positive attitudes. For example through discussing and debating, making informed decisions, resolving conflicts and taking on responsibilities.

Assessment should recognise *achievement* and *progress*, and not be a judgement on an individual's worth. It should be carried out in such a way, that it does not imply that pupils are failing or underachieving as individuals. Teachers and pupils both need to know what has been learned and that learning is progressive.

Examples of evidence that can be assessed include pupils' individual written work, pupils' lesson reflections, group projects, quizzes and questionnaires, observation of participation in group tasks including role play, discussions and debates, games and outdoor activities, performances and productions, visits and field trips and special tasks such as problem solving and responding to challenges.

Schools are expected to keep records of each child's progress and report this to parents as part of the general progress report.

We have developed a Pupil Profile, where staff can record evidence of the progress of each pupil in PSHE. Teachers are able to annotate the National Curriculum end-of-key-stage statements that describe the range and types of performance that the pupils should characteristically demonstrate by the end of Key Stages 1 and 2 with either a W (where the pupil shows evidence of working towards the statement) or a \surd (where the pupil has shown evidence of achieving the statement). Annotations are made in different colours in each year group, and so build up an overall picture of the pupil over their years in each Key Stage.

Reporting to parents is done through planners, parents' evenings and annually in a written report.

Professional Development

The school will enable the PSHE co-ordinator to attend relevant INSET training. This will then be disseminated to staff. Training will be given to staff in two staff meetings this year by the PSHE coordinator regarding the importance of PSHE, identifying pupils' needs, effective planning and teaching of PSHE, and how to assess and record progress.

Time will be given to the co-ordinator to monitor effective provision of PSHE throughout the school, and support and guide colleagues.

In 2010, the coordinator was awarded the PSHE CPD Certificate (accredited by Roehampton University) after a yearlong course in professional development, culminating in a substantial file of evidence. The main area of focus was Emotional Health and Wellbeing. More recently, the coordinator has attended PSHE Association Training, and is aiming to take the opportunity to gain recognition as a Chartered Teacher accredited by the PSHE Association over the next year.

The Role of the Co-ordinator

The coordinator will take responsibility for:

1. Taking the lead in policy development.
2. Producing a Long Term Plan and Medium Term Plans, which ensures progression and continuity in PSHE throughout the school.
3. Supporting colleagues in their development of lesson plans and implementing the PSHE Scheme of Work.
4. Monitoring and evaluating progress and continuity in PSHE.
5. Purchasing and organising resources for PSHE.
6. Keeping up-to-date with developments in PSHE, attending courses and disseminating information to colleagues as appropriate, informally or through in-service training.

Review and Evaluation

The PSHE Policy will be reviewed bi-annually in collaboration with staff and governors.

This policy has been produced Mrs S Mitchell, PSHE Coordinator in January 2018 and supersedes any previous policy.

Approved by governors on: