



# PSHE Policy

## March 2020

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

‘PSHE helps to give the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens.’ (National Curriculum)

‘We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.’ (DfE 2013)

PSHE is a basic entitlement for all pupils. It is embedded within the ethos of the school and is reflected in the general aims/mission statement of the school.

PSHE is about what it is to be a person. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable pupils to lead confident, healthy, responsible lives as individuals and contributing members of society.

In school, 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 the school and the wider community. In particular, the House system and the many activities and competitions arranged within the school’s House system, pupil conferencing, structured playtimes, extracurricular activities and clubs, school productions, assemblies, visits, sports days, stories, videos and role-play activities. As well as this, pupils are also encouraged to take on roles of responsibility around school (Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl, House Captains, Vice House Captains, School Council, Eco Representative) to support an inclusive, participatory ethos. PSHE aims to enable pupils to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated
- make informed decisions

PSHE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes pupils’ well-being and self-esteem enabling them to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, individual pupils are encouraged to show respect for our common humanity, diversity and the differences between people.

Across the school, we will encourage healthy eating. At break times, we will encourage pupils to bring in fruit to have with their milk. At lunchtimes, we will encourage pupils to make healthy choices.

## **Aims and Objectives**

We, at Villiers Primary School, encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The Children's Act 2004 defines wellbeing as: physical and mental health and emotional wellbeing; protection from harm and neglect; education, training and recreation; the contribution pupils make to society as well as social and economic wellbeing.

According to law, teachers act 'in loco parentis' meaning that they take on the role of a parent in looking after the pupils in their care during school hours. Meeting this duty requires teachers to ensure that the pupils within their care are fully supported and their health and welfare is attended to. Pastoral care is the practice of attending to the personal, social, and wellbeing needs of pupils and can encompass a wide range of issues including health, social and moral education, how to address bullying, careers advice, sex and relationship education and celebrating British values. We hope to achieve this through a broad and balanced PSHE curriculum.

Pupils will learn to:

- Understand what constitutes a healthy lifestyle
- Understand safety issues, both in real life and online (understanding eSafety)
- Develop responsibility and independence within school which they will take forward into society in their working lives
- Respect other people, in particular, learning to respect the protected characteristics and different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world (see our British Values policy)
- Understand what constitutes 'socially acceptable' behaviour at school and in society
- Be a constructive member of society
- Understand democracy
- Develop good relationships with peers and adults
- Develop self-confidence, self-esteem and self-worth
- Make positive, informed choices as they make their way through life

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same

We also aim to:

- Create a lively, happy environment which is welcoming to both pupils and parents.
- Provide an atmosphere which should enable every child to meet personal success at their own level and reach full potential.
- Help pupils to develop lively, enquiring minds so that later they will have the ability to debate rationally.
- Give each pupil the right attitude to work and other people and to enable him/her to cope confidently with new problems.
- Help pupils to understand the world in which they live and inter-dependence of individuals, groups and nations and to have respect for inter-dependence of individuals, groups and nations.
- Provide equality of opportunity for ALL pupils.
- Actively encourage all parents to take part in school life, to ensure that education is a shared concern.

Pupils should be able to:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as one of the foundations of a civilised society, and a firm basis for the nurturing of pupils
- Understand the principles of our society and democracy
- Value their role as a contributing member of a democratic society
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history.
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

## **Teaching and Learning Approaches**

We deliver PHSE through an enquiry based approach, to open up children's learning through the exploration of ideas and discussion based activities. We encourage them to be confident in asking questions and learn through discussion. Using philosophical techniques gives pupils the possibility of seeing that their ideas have value and differing or opposing ideas have value.

## **Key Stage 1 and 2 Programme of Study**

The programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

## **PSHE Curriculum Planning**

At Villiers we use the PSHE Association Scheme of Work. It provides a clear and progressive PSHE curriculum which can be used as given. PSHE is divided into 3 different strands:

*Health and Wellbeing*

*Relationships*

*Living in the Wider World*

Within each strand, there are age appropriate topics for the different year groups. One topic per half term is taught to each year group. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitude for learning). PSHE is delivered through different initiatives, schemes and subjects. Other sectors of PSHE are delivered through Science, PE, D&T, RE, Computing, English, visits from the school nurse, local police service and fire service, as well as whole school celebrations (see lesson progression document for cross curricular and wider school links).

## **Use of Computing - E-Learning**

Pupils should be given the opportunity to apply and develop their Computing capability through the use of Computing tools to support learning in PSHE. Class teachers use Computing when appropriate to support PSHE themes.

Examples of the use in Computing: Videos, interactive activities on the Interactive Whiteboard and the use iPads for recording and researching.

## **E-Safety**

Our Internet Agreement Policy and supervised use of the Internet, ensures that pupils are protected from exposure to inappropriate material.

As part of PSHE, it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

As part of our on-going commitment to the prevention of cyber bullying, regular education and discussion about e-safety will take place as part of Computing and PSHE.

Please refer to our Safeguarding Policy.

## **Extremism and Radicalisation**

Protecting pupils from radicalisation is part of our school's safeguarding duties.

The Counter-Terrorism and Security Act, which came into force on 1 July 2015, requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent Duty'.

Government guidance on the Prevent duty explains that schools:

"... are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area."

All staff receive Prevent training. Any pupils showing signs of extremism or radicalisation are monitored closely and reported to Safeguarding Officers.

## **Citizenship**

Citizenship is an integral part of our PSHE curriculum. Throughout the curriculum, the fundamental British Values are made explicit and are encouraged in our children's day-to-day school life.

Good citizens will not be developed by the curriculum alone. We believe that our pupils must be allowed to participate in real life experiences of citizenship. They must have a clear understanding of their rights, they must feel valued and be have regular opportunities to express their views openly. To develop our children into good citizens, we promote a culture of openness and trust.

We offer our pupils the opportunity to:

- Participate in decision making
- Actively participate in relevant learning experiences across the curriculum
- Learn to make cross-curricular links relevant to citizenship/PSHE
- Participate in and interact with the local communities to which they belong

## **Special Educational Needs/Inclusion**

The Special Educational Needs Co-ordinator will continue to assist in the development of the School's policy concerning the educational needs of all pupils within the Trust.

As necessary, the policy will be adapted to meet each pupil's needs as an individual, taking into their personal circumstances and individual learning needs. The school offers the pupils a broad and balanced curriculum with effective learning opportunities that are modified to provide pupils with relevant and appropriately challenging work throughout the school.

## **Equal Opportunities**

It is important that the pupils are given a broad and balanced view of the world we live in. We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Being involved and part of our school community is the aim for everyone.

Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

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 multi-cultural and gender issues and ensuring equal opportunities for all. Refer to our Equal Opportunities Policy for further details.

## **Assessment, Monitoring, Evaluation and Recording**

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

.Assessment is also through:

- Pupil self-assessment – Pupils reflecting on what they have learnt using first and final thoughts and flashbacks, use of displays, using check-lists, before and after comparisons, diaries;
- Peer-group assessment – pupils reflecting on what they have learnt, oral feedback, including feedback to each other;
- Teacher assessment – through observation, written work and listening to discussions;
- Monitoring planning;
- Dialogue with staff;
- Classroom observation.

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. The co-ordinator will ensure that PSHE permeates throughout the curriculum and that, where possible, every opportunity is given to ensure pupils recognise and embrace their roles as well-rounded members of society. Monitoring will be an on-going process with reviews and subject evaluations taking place in accordance with the school's monitoring cycle and Continuing Professional Development (CPD) system. Feedback will be given to teachers.



## **Community Links**

Villiers Primary School liaises closely with our school nurses and our local police.

We also welcome the input and advice from the Local Authority (LA) and Ofsted. Visitors are often invited into school to deliver specific assemblies and workshops to cover relevant topics.

## **The Role of the PSHE Coordinator**

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via an annual pupils' questionnaire.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.