

# SHARLEY PARK COMMUNITY PRIMARY SCHOOL PSHE POLICY



## Sharley Park Community Primary School

Date Reviewed	Signed	Minute Number

‘Children can benefit enormously from high-quality Personal Social Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.’

‘Importance of Teaching’ Schools White Paper 2010.

### **Aims and objectives**

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. At Sharley Park, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing 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 and classroom practice. 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 aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

### **What is PSHE education?**

PSHE (Personal, Social, Health and Economic) education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the

future. PSHE education deals with real life issues which affect children and young people, their families and their communities. It engages with the social and economic realities of their lives, their experiences, and attitudes. The benefits of PSHE education are universal, supporting all children, the highest achievers as well as the vulnerable, to achieve their fullest potential.

It includes three elements:

**1. Acquiring and understanding accessible, relevant information in:**

Relationships and sex education

Healthy lifestyles

Emotional literacy

Drug Education

Anti-bullying/safety

Citizenship/diversity

Financial/careers education

**2. Developing attitudes and values that underpin self-esteem, health and well-being, learning and achievement through:**

Exploring, considering and understanding moral dilemmas

Learning the importance of values and individual conscience and moral considerations

Developing critical thinking as part of decision making

Learning to respect & value difference & diversity

Having structured opportunities for the exploration of personal attitudes and values

Rights and responsibilities, for self and others

**3. Developing personal and social skills by:**

Learning to identify their own emotions and those of others

Learning to manage change

Developing self-respect and empathy for others

Learning how to identify risk

Learning to make and carry out informed decisions

Developing an appreciation of the consequences of choices made

Managing conflict

Learning about themselves

### **How PSHE education is provided**

- Within the taught, age appropriate, spiral PSHE education programme managed by the PSHE education co-ordinator
- Through other curriculum areas delivering aspects (e.g. Science, Drama, English/Literacy etc.)
- Assemblies and theme days
- Pastoral support for pupils who experience difficulties
- Via targeted intervention where appropriate with vulnerable individuals
- By the provision of appropriate information through leaflets and books
- Delivery in response to incidents

### **Teaching Methods**

A variety of teaching and learning strategies are used to deliver PSHE 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 PSHE 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 use first-hand learning to achieve positive ends

### **Continuity and Progression**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. All pupils will receive regular, timetabled PSHE education teaching. PSHE education will be taught both as a discrete subject and through other appropriate cross-curricular links.

### **Safe Learning Environment**

PSHE education is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

Nobody (teacher or pupil) should be expected to answer a personal question

No one will be forced to take part in a discussion

### **Active learning**

Active learning methods, which involve children's full participation, will be used.

### **Answering and Asking Questions**

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE education co-ordinator for advice and support. Teachers will also follow the following guidance:

Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting

If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis

If a question is too personal the teacher should remind the pupils of the ground rules

Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation

Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

### **Visitors**

A visitor such as a school community nurse does at times supplement the PSHE education curriculum as a planned event with the teacher present.

### **Resources**

Teaching resources are selected on the basis of their appropriateness to pupils.

### **Equal Opportunities**

The school's programme of study for PSHE education is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHE education depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE education that is relevant to their particular needs.

To achieve this, the school's approach to PSHE education will take account of:

The needs of boys as well as girls

Varying home backgrounds

Special educational needs

Please see the SRE policy for more detailed guidance on these areas. The school also recognises the need for extra, targeted work with vulnerable pupils.

### **Ethnic and Cultural Diversity**

Different ethnic and cultural groups may have different attitudes and experiences to bring to PSHE education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with Safeguarding.

### **Assessment**

Pupils' existing knowledge needs to be the starting point for all PSHE education work. Needs assessment is built into some lesson planning as each group may have different knowledge, experience and understanding.

PSHE education offers many opportunities for pupils to get involved in their own learning and progression. All assessment, whether focusing on a particular aspect of learning or synthesising a view of pupils' overall progress, could:

be planned from the beginning as part of teaching and learning

be inclusive: reflect the learning and achievements of all pupils, and take account of their range of learning styles and intelligences

measure what we value about PSHE education (for example, showing the ability to make informed choices), not just those aspects that are easy to measure (for example, knowledge of facts)

not judge the worth, personality or value of an individual pupil or their family

support the way PSHE education is delivered in the school

involve pupils in improving their own learning which lead to an improvement in standards and achievement

Assessment in PSHE education should be active and participatory helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Opportunities need to be created for individuals and groups to be acknowledged, recognised, noticed and praised. Pupils should learn how to reflect on their experiences, ask questions, make judgements and where appropriate set personal targets. School staff and pupils should be involved in monitoring and assessing learning. An assessment process that supports PSHE education should be continuous and formative and ensures teachers share the learning journey with their pupils.

The elements of PSHE education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of PSHE education is assessed as part of the PSHE education provision and builds on existing systems. Progress in PSHE education will be reported to parents in the end of year reports.

### **Personnel and Training**

There is a PSHE education co-ordinator of sufficient status & training. We understand the sensitive and controversial nature of PSHE education and therefore we will ensure our staff who deliver PSHE education receive regular training and updates.

### **Monitoring and evaluation**

The programme is regularly evaluated by the PSHE education co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

### **Policy Development & Review**

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors, our cluster schools and LA representatives.

This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

It will be reviewed on an annual basis.