



## **IVY CHIMNEYS PRIMARY SCHOOL**

# **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY**

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Approved by: Governing Body

## **POLICY FOR PSHE (PSHE)**

### **Section 1: Context including National and Local Policy and Legislation**

This policy supports a whole school approach to PSHE in the curriculum and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

#### **Duty to Promote Wellbeing**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

#### **National Curriculum**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

*‘ promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*

*- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.’*

The National Curriculum Framework (2013) and the non-statutory guidance for PSHE Education (2013) state specifically that schools should make provision for PSHE within their school curriculum. We recognise that PSHE makes an essential contribution to the requirements of the National Curriculum. We will be using a Personal Development programme, which incorporates PSHE, Citizenship and Financial Capability.

#### **Ofsted**

Our PSHE programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their behaviour and safety. The recent Ofsted report into PSHE in schools highlights the link between effective PSHE and overall findings in Ofsted reports.

#### **Healthy Schools**

We are committed to providing a ‘Healthy School’ climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Policy development
- The school ethos, culture, environment and SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of support services for children
- Staff continuing professional development (CPD), health and wellbeing
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording and monitoring impact and outcomes.

## **Section 2: Introduction to PSHE**

### **Our shared beliefs about PSHE**

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a 'healthy school' where the health and wellbeing of children and of the whole school community are actively promoted. Our PSHE programme is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps children to develop the knowledge, understanding, attitudes and skills they need to live confident, healthy, independent lives now and in the future, as individuals and as members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

### **Aims of PSHE**

*'The overarching aim for PSHE education is to provide pupils with:*

- a) accurate and relevant knowledge*
- b) opportunities to turn that knowledge into personal understanding*
- c) opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- d) the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.'*

PSHE Association July 2013

### **Defining PSHE**

*'PSHE and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens'*

(National Curriculum 2000).

The PSHE Subject Association has published a Programme of Study which builds on the National Curriculum (2000). It includes the following definition:

*'Personal, social, health and economic (PSHE) education is a planned, developmental 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 approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'*

PSHE Association July 2013

Our PSHE programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

**Myself and My Relationships** - including Emotional Wellbeing, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

**Healthy and Safer Lifestyles** – including Personal Safety, Drug Education, Sex and Relationships Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

**Citizenship** – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together

**Economic Wellbeing** – including Financial Capability.

### **Section 3: Implementing the PSHE Policy in our school**

#### **School Aims and Values**

This PSHE policy is set within the wider context of the school's overall aims and values, which include the following:

At Ivy Chimneys Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff where pupils learn to respect themselves and others
- We provide a broad and balanced curriculum for all our pupils which recognises and values their diverse backgrounds and needs
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships
- We prepare our pupils to engage confidently with the challenges of life now and in the future
- We provide a wide range of information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We encourage respect for different ethnic groups, religious beliefs and ways of life whilst promoting British values
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

#### **Aims of the policy**

The aim of our PSHE Policy is to ensure quality and consistency in our approach to all aspects of PSHE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHE plays in the life of the school and in children's learning, within the context of national and local guidance
- ensure that the entire school community understands the role of PSHE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHE
- ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHE, health and wellbeing
- enable the assessment of children's learning in line with local and national guidance
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHE
- support the PSHE coordinator in monitoring, reviewing and developing practice.

## **Related policies**

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, SRE (Sex and Relationships Education), Drug Education and Food. These policies include more detailed explanation of implementation of these themes.

It is also linked to and is delivered in the context of the following policies: Behaviour, Safeguarding and Child Protection, SEN/Inclusion, Equality and Diversity, Health and Safety, Staff Health and Wellbeing, Use of Visits/Visitors, Confidentiality, ICT/Computing (including E-safety), Science.

## **Inclusion**

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE provision.

In relation to those with special educational needs, we will review our PSHE programme to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop self-esteem and positive body image
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including 'Diversity and Communities', 'Family and Friends', and 'Beginning and Belonging'.

## **Curriculum Organisation**

Children receive their entitlement for learning in PSHE through a spiral curriculum which demonstrates progression. This PSHE programme is delivered through a variety of opportunities, including:

- dedicated PSHE time
- subjects across the curriculum, e.g. Science, English, RE, Design Technology
- enrichment weeks e.g. Anti-bullying week, Healthy eating week
- residential and day visits
- assemblies
- small group work, e.g. social skills groups

## **Methodology**

In order to address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills game and activities, working in pairs/ groups, brainstorming, drama and role play, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

### Ground Rules

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or assessing information.

### Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHE such as SRE and Drug education can be found in the specific policies for those areas.

### **Resources**

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. We will avoid a 'resource-led' approach to delivering PSHE, instead focussing on the needs of the children and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them.

When PSHE related resources are being used within other subject areas (for example books about the human body in science), the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non-fiction, extensively within our PSHE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance. The key texts we used are listed within our PSHE programme.

### **Confidentiality**

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/ guidance on confidentiality and on safeguarding, and other relevant school policies.

### **Assessment, recording and reporting**

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we negotiate their success criteria with them. Teachers draw on their observations of children's learning and children's self-assessment to arrive at their overall assessments.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working beyond it. Each unit also includes tools for children's self-assessment, and children are supported to participate in this process appropriately for their age and ability. Summaries of assessment information are used to assess children's learning against the 'End of Key Stage' statements, in line with national guidance. We report to parents/carers at the end of the school year on children's learning and progress within PSHE. Units of work also include a sheet for monitoring coverage of the content, which is used to track children's learning.

## **Section 4: Involving the whole school and wider community**

### **Working with staff**

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset time is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate.

We recognise that PSHE and wellbeing are relevant to members of staff in all roles, and ensure they all receive training and support appropriate to their responsibilities. The coordinator is entitled to receive training in his/her role and responsibilities. This supports him/ her to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. He/she also takes responsibility for supporting other members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

### **The role of governors**

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

### **Working with parents and carers**

We recognise the key role that parents and carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering PHSE. We encourage this partnership by:

- gathering parents'/carers' views on the PHSE policy, via the parent forum, and taking these into account when it's being reviewed
- provide supportive information about parents'/carers' role in PHSE and how they can develop protective factors with their children
- encouraging children to share at home their learning about all aspects of PSHE
- inviting parents/carers to discuss their views and concerns about PHSE on an informal basis
- Parents and carers will be given access to this policy on request. It is also available on the school website.

### **Involving the children**

We recognise that an interactive approach to PHSE will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHE in ways appropriate to their age. We will achieve this by:

- referring to local and countywide data, such as the SHEU survey
- engaging the children in activities to establish their development needs, for example 'Draw and Write' activities
- encouraging children to ask questions as they arise by providing anonymous question boxes and other similar approaches
- asking children to reflect on their learning using appropriate success criteria and to set goals for future learning
- consulting with children, through school council and pupil forums, about the perception of the strengths of our PSHE programme and the areas to be further developed
- through assessment, in particular self-assessment, which will allow us to learn more from the children about the effectiveness of the teaching and learning and its impact.

### **Use of visits and visitors**

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

When visitors are used to support the PSHE programme, the school's policy on Use of Visitors is followed. Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHE programme. This reflects our approach to active citizenship. We include a range of opportunities for community involvement and activities, such as:

- charity fundraising (e.g. supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir performances)
- links with local services (e.g. planning the local play park in association with the council, visits from local emergency services)

## **Section 5: Monitoring, Review and Evaluation**

### **The process for development and review**

This policy has been drawn up in consultation with teaching staff, parents, governors and other members of the school community. We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a co-ordinated and consistent approach to curriculum delivery has been adopted
- children are receiving an entitlement curriculum for PSHE in line with national and local guidance
- there are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate

The member of staff responsible for overseeing and reviewing the policy is: Holly Laing

### **Location and dissemination**

This policy document is freely available on request to the entire school community. A copy of the policy can be found on the staff Teamspace and on the school website.