

Perton First School and Nursery



PSHE Policy

May 2020

Reviewed by: L. Turner (PSHE Lead)

Reviewed: May 2022

Intent of our PSHE Curriculum:

At Perton First School and Nursery, we believe our children's personal development is the foundation for creating successful, happy and thriving learners. We aim to prepare our children for the challenges of growing up in the 21st Century. Through Personal, Social, Health and Economic Education, children are given the opportunity to explore and respond to some of the themes and issues that they will undoubtedly face in our ever-changing, modern world. We aim to equip our children with the knowledge, skills and practise to make informed choices within their varied lives, whilst demonstrating respect and acceptance of other's views and choices.

We aim to promote the spiritual, moral, cultural, mental and physical development of all pupils, to prepare them for the opportunities, responsibilities and experiences of later life, underpinned by the core British Values.

Aims and Rationale:

- To ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- To ensure children know the core British Values of *Democracy, Rule of Law, Individual Liberty, Mutual Respect and Acceptance of other Cultures and Belief*, and be given opportunities to experience and practise these values.
- To support the Prevent strategy, by instilling in children a sense of identity and belonging.
- To ensure the delivery and teaching of the PSHE and Citizenship key skills and learning objectives, as outlined by the National Curriculum.
- To make explicit the school's commitment to delivering PSHE and Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE Framework in a whole-school approach.
- To provide guidance and support for staff through training and CPD opportunities.
- To inform parents/carers to enable the whole school community to work as part of a collaborative team.
- To create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- To provide additional and explicit experiences within the school year, focussing on areas we believe are key to children's personal development (*Mental Health Awareness Week, Online Safety Week, Global Learning, Eco Schools, School Council, Healthy Living Week*).
- To involve parents and the wider community (*e.g. parent workshops, visits, taking part in community events*)
- To develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

Values:

PSHE should reflect and be reflected in the values and ethos of Perton First School. This policy relates to the following policies within school:

Online Safety Policy, Sex and Relationships Policy, Health Education Policy, PE and Physical Activity Policy, Behaviour Policy, SEN Policy, Safeguarding Policy, Visitors Policy, School Visits Policy, Equal Opportunities Policy, Health and Safety Policy, Teaching and Learning Policy and Staff Code of Conduct.

Definitions and Purpose:

‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education’ (National Curriculum, 2014)

‘Young people need the opportunity to receive high-quality PSHE and SRE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and SRE in schools 2015)

‘This area of learning lays the foundations for long-term wellbeing and contributes to children’s social, economic and physical development. It is central to their development as confident individuals.’ (QCDA, 2010)

Teaching and learning of PSHE at Perton First School and Nursery:

The current lead for PSHE is Miss L Turner. PSHE is delivered by class teachers with support from the subject leader and when appropriate, teaching assistants delivering the subject and values under the class teacher’s instruction. Where appropriate, visitors may be involved in delivering PSHE, for example in leading assemblies or workshops.

We use Staffordshire’s ENTRUST PSHE and Citizenship Scheme of Work as a framework for delivering PSHE and Citizenship. This provides planning to teach all knowledge and skills outlined in the statutory curriculum for PSHE, Health Education and Relationships Education. British Values always underpins this teaching. Differentiated planning is used for delivering lessons in EYFS and Years 1-4. Each half term, the whole school has a different focus from the PSHE, Health and Relationships curriculum:

	Focus	Links to British Values
Autumn 1	Me and My School	Democracy, Rule of Law
Autumn 2	Me and My Relationships	Individual Liberty, Respect and Acceptance
Spring 1	Happy and Healthy Me	Individual Liberty, Respect and Acceptance
Spring 2	Me and My Safety	Democracy, Rule of Law, Respect
Summer 1	Me and Other People	Respect, Acceptance, Individual Liberty
Summer 2	Me in the World	Acceptance, Respect, Democracy

A detailed curriculum map shows the learning we strive to deliver to each year group in PSHE. These objectives are categorised into PSHE objectives, PSHE Skills and Attitudes, Relationships Education objectives and Health Education objectives. This way, supported by the ENTRUST planning, teachers, parents and governors are aware of what will be delivered to children in each year group. This document is on the website for parents to access.

PSHE Teaching and Learning takes place in the following ways:

- Dedicated, explicit PSHE lessons, timetabled once per week.
- Class Assembly, focusing on a key area of PSHE learning, timetabled once per week.
- Discrete PSHE learning which responds to the needs of specific children and classes (*e.g. through circle time and discussion.*)
- Whole school assemblies and Collective Worship (*we actively make links between the PSHE focus of each half term to assembly focuses; we ensure one explicit assembly per half term is focussed upon reviewing British Values*)
- Project based learning, where emphasis is put upon team work, enterprise and child led learning.
- Themed days and weeks (*e.g. Healthy Living Week, Mental Health Awareness Week*)
- Parents Workshops (*e.g. Art and Mindfulness Workshop, Online Safety Workshop*)
- Visits and Visitors (*e.g. local church, taking part in community events, supporting local charities*).

Other areas of the curriculum that support PSHE learning:

- **English:** communication skills; expressing opinions; stories that explain and illustrate aspects of social and personal development.
- **Maths:** counting, sharing, real life problem solving and economics.
- **Science:** medicine, health, safety and the environment.
- **PE:** teaching and learning about health and safety; development of personal and social skills through team and individual activities; importance of keeping healthy through physical activity.
- **Computing:** online safety; communication; finding information and scrutinising its relevance and reliability.
- **History:** reasons for and results of historical events; situations, changes, events and teachings of other individuals from the past.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries and global citizenship.
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- **Music:** practising abilities in playing or singing; issues of cultural diversity, their value and their expression
- **R.E:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- **Design and Technology:** health and safety, healthy eating, realising that people have needs as they generate design ideas; safe use of technology.

In the Foundation Stage PSHE is a key part of the curriculum and is integral in all seven areas of learning.

PSHE/ Citizenship Activities and School Events:

Pupils are given opportunities to participate in class visits at least once a term; these include visiting museums, exhibitions, places of interest and places of worship. There are further opportunities involving visits within the local community (*e.g. regular visits to the library, Perton Bluebell Wood, local church and links with Sainsbury's*).

Other activities/events include:

- Visitors to the school *e.g. PCSOs for firwork safety, Project Gambia*
- Celebrating diversity *e.g. Diwali celebrations, Pearl of Africa Choir, Project Gambia, Jeans for Genes, Neurodiversity Awareness.*
- School Fundraising Events *e.g. through year group Project work, national charities (e.g. Children in Need), school links to Project Gambia (One More Step for Gambia event).*
- Special events that respond to the needs of our children and school, *e.g. 'Have a Brew for 22Q'.*
- Whole school events within the community (*e.g. whole school attendance at Harvest and Easter services at local church*).
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Pupil participation and Pupil Voice includes:

- School Council,
- Monitors elected in classes
- Year 4 House Captains
- Class helping to draw up specific class rules
- Participation in assemblies
- Reading buddies and Reception buddies at lunchtimes.

Methods of teaching PSHE:

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in PSHE and citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. Teaching staff will establish working arrangements, rules for discussion and ways of resolving conflict, particularly when potentially sensitive issues are addressed. These rules are referred to as 'Ground Rules' and are introduced and adapted by the teacher with their class to establish respect, tolerance and acceptance during open discussion.

Working with Parents / Carers:

At Perton First school parents are encouraged and welcomed to take interest with all areas of their child's learning journey. Staff are equipped with the knowledge to answer parent's questions regarding PSHE and its content and delivery within school. The PSHE policy and curriculum map is readily available for parents and governors to access on the school website.

Working with Visitors:

Visitors are welcomed into school where necessary and arranged by class teachers and curriculum leads. We aim to enhance children's learning through visitor's experience and expertise. Visitors should not be left alone with a class, group or individual. Some external agencies working in school are bound by their own professional codes of conduct and school policy needs to be clarified from the start. Any procedures should complement the school's policy and procedures on Safeguarding, Visitors and the Staff Code of Conduct.

Monitoring and Assessment

To be successful, independent learners, pupils need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The PSHE lead will be responsible for ensuring the policy and programmes are implemented as agreed through:

- Recording and monitoring assembly timetable with assistant head teacher
- Monitoring weekly planning, with focus on PSHE activities
- Ensuring British Value display is up to date and that some corridor displays have a PSHE theme
- Monitoring written PSHE learning and creating a bank of evidence across all year groups
- Teacher and child questionnaires
- Hold PSHE staff meetings to review implementation and update staff where required.
- Learning walks and recording children's voice.

Staff professional development:

PSHE will be reviewed throughout the academic year by the PSHE lead in order to identify professional development needs; staff will be supported accordingly. Staff training to be planned into the academic year to ensure best practice.

Policy written May 2020

L. Turner

To be reviewed: May 2022

