



## Leominster Primary School

### PSHE Policy



#### Overview

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 approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' (PSHE Association, 2013)

The Government's review of Personal, Social, Health and Economic education (PSHE) concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Under the Education Act 2002, however, all schools have a responsibility to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the experiences of later life. In addition, the 2006 Education and Inspections Act placed a duty on governing bodies 'to promote the wellbeing of pupils at school'. This is supported by curriculum guidance by the DfE that provision should be made by all schools to teach pupils PSHE, which draws on good practice.

'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' (House of Commons Education Committee Life lessons: PSHE and SRE in schools, Feb 2015)

#### Aims

At Leominster Primary School we believe that Personal, Social, Health and Economic education (PSHE) promotes pupils' personal, social and emotional development, as well as their health and wellbeing. It helps the children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We value the importance of PSHE (including SRE) education in developing the qualities and attributes pupils need to thrive as healthy, independent and responsible members of society and in preparing them for the opportunities, responsibilities and experiences of adult life. We are also aware of the way PSHE can reduce or remove barriers to learning (such as bullying, low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

At Leominster Primary School, 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. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

At Leominster Primary School the aims and objectives of PSHE will enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues, keeping themselves and others safe
- Develop good relationships with other members of the school and wider community
- Have respect for others and the differences between people
- Be independent and responsible members of the school community and make a positive contribution to the life of the school
- Be active and positive members of a democratic society
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues by providing the children with accurate and relevant information
- Develop strategies and skills they require, in order to live healthy, safe, fulfilling and balanced lives
- Understand some of the basic principles of finance

## **Equality of opportunity**

The PSHE scheme of work is taught to all children in the school. Work will be accessible to all pupils, regardless of prior knowledge, ability or whether they have special educational needs. We ensure that the school strives to do the best for all pupils irrespective of race, gender, cultural or religious background. A positive image of science is promoted to both boys and girls.

## **Curriculum Content**

PSHE will be taught through three core themes, as outlined in the PSHE Association Programme of Study. Each theme will be divided into three topic areas, as follows:

### 1. Health and Wellbeing

- Healthy Lifestyles
- Keeping Safe
- Growing and Changing

### 2. Relationships

- Healthy Relationships
- Feelings and Emotions
- Valuing Difference

### 3. Living in the Wider World

- Rights and Responsibilities
- Taking care of the Environment
- Money Matters

## **Pupil Participation and Development**

PSHE will be taught using a variety of strategies, according to the needs of individuals and classes. A variety of teaching and learning styles will be used, including: discussion, use of videos and stories, input from outside agencies, circle time and special activities or events. We place an emphasis on active learning, by encouraging the children to take part in discussions, role play, investigations and problemsolving activities. Children also have the opportunity to take part in discussions to resolve conflict or to establish classroom rules and expectations. Many aspects of PSHE are reinforced through whole school initiatives. There is a successful School Council, which meets regularly, having elected representatives from each class. There is an established monitor system, run by children in Year 6, who also apply to be 'Playground Leaders' and, once appointed, support children at playtimes. They are also monitors for lost property. Rewards for following the 'Golden Rules' (displayed in each class) are given in the form of stickers. Once reaching 30 stickers, children are further rewarded by a visit to the 'Prize Cupboard'. House points are awarded for attainment, effort or progress in work and, each week, pupils are recognised in Year assemblies for illustrating one of the school values and progress or attainment in any aspect of their work. Every half term, children from each class are presented a Head teacher's Award in assembly. The Learning mentors support PSHE learning in many ways; giving rewards to each class for attendance above 95%, meeting with individual children who may need support and working with groups of children, using the 'Silver Seal' Programme from the SEAL resources. We encourage the children to take part in a variety of activities that promote active citizenship; for example, charity fund-raising, book and cake sales, visiting local residential homes and performing at creative or sporting events. The children have the opportunity to listen to visiting speakers, who share their knowledge and expertise, as well as promoting their role in creating a positive and supportive community. Workshops involving the NSPCC, West Mercia Police, Bikeability and Fire Service, also take place.

### **Cross Curricular Links**

PSHE is taught as a discrete subject but many aspects are reinforced through the teaching of other curriculum areas. For example, the children are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function in Science, internet safety is discussed in Computing and cooking and nutrition using local ingredients is covered in DT. In History, diversity and inequality in society is considered, whilst in Geography the similarities and differences of a small area in a non-European country, compared with their own locality is studied. The development of personal and social skills is covered in PE alongside health and fitness. Through RE lessons, the children consider the beliefs of others and develop empathy and respect for religions. Assemblies are either 'Values' led or consider festivals from a wide range of religions.

### **Assessment**

There are no attainment targets for PSHE education but end of key stage statements have been developed to help teachers assess progress (see appendix 1).

Assessment in PSHE will involve a range of activities to: inform the learning process through identifying needs, provide opportunities for children to reflect upon what has been learnt and show progression and achievement. Teachers will undertake a baseline assessment, prior to teaching a topic, to:

- identify what is already known

- clarify learning needs
- identify any special educational needs
- determine where to start

- decide how the work should be developed, including selecting appropriate language and resources.

Activities could include a mind map, 'draw and write', responses to an open-ended question, quizzes or 'what we know' activity. At the end of a topic, the children will complete an 'End of Topic' assessment to summarise progress and achievement. This could be a repeat of the baseline assessment or take the form of a quiz, presentation, observation of group activities or before and after statements.

### **Resources:**

Resources detailed in the PSHE Association programme of study will be supplemented by the use of those produced by outside agencies, such as the NSPCC, and other published resources. These will regularly be updated.

### **Staff Development:**

The PSHE co-ordinator updates, informs and supports staff as necessary. Training opportunities for the whole staff are available through INSET, arranged in consultation with the PSHE co-ordinator and Head teacher, as and when necessary. The PSHE co-ordinator will regularly attend relevant courses and the local Network meetings.

### **Monitoring and Evaluation:**

The PSHE co-ordinator is responsible, in consultation with class teachers, for the planning, running, monitoring and evaluating of the PSHE programme within school.

## Appendix 1: End of key stage statements for PSHE

*The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.*

### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys). Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

### **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

<b><u>Staff Responsible</u></b>	Mrs C Fletcher
<b><u>Date policy reviewed</u></b>	Summer 2019
<b><u>Date of Next Review</u></b>	Summer 2021