



William Law C E Primary School

PSHE Policy

Policy shared with staff on Intranet [by email/staff briefing]

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 23rd April 2018

Signature:

Policy to be reviewed on: As soon as statutory guidance is released (Due March 2018)

This policy is written in line with the school's Christian ethos.

Personal, Social and Health Education Policy

1. Context, including national and local policy and legislation

The 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 Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, 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) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

Health and wellbeing promoting schools/Healthy Schools:

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change
- Policy development
- Curriculum, planning, resourcing and impact
- Teaching and learning
- Assessment, recording and reporting progress and achievement
- Pupil voice
- Pupils' support services
- Staff professional development needs
- Partnerships with parents/carers, the community and external agencies
- School culture and environment

2. Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the School Office.

3. National/Local Policy and Legislation

The DfE report 'Preparing Young People for Adult Life' stated that 'Society has a responsibility to help children and young people to meet the challenges of life by helping them to understand and value themselves, be optimistic about the future and life's possibilities, and to develop positive self-esteem, confidence and to take increasing control of, and responsibility, for their lives and play an active part in their own communities. Personal, Social and Health Education, including Sex Education and Drug Education, provides a whole school strategy for working in partnership with parents and others to help children to overcome the social pressures they face and the barriers they present to learning and achievement.'

(Preparing Young People for Adult Life – DfE)

PSHE education can be defined as 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.

The benefits to pupils of such an approach are numerous as PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

PSHE Association July 2013

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

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

PSHE Association July 2013

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum"

(Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013)

4. Policy links to other policies

The policy links to:

- Safeguarding and Child Protection
- Sex and Relationship
- SEND
- Behaviour
- Anti-bullying

- Health & Safety
- On-Line Safety
- Early Years Foundation Stage

5. Overall school aims for Personal, Social and Health Education

Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, which is delivered through the Cambridgeshire Scheme of Work, where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. 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 our school and community.

6. The Organisation / Provision of PSHE

At William Law CE Primary School we deliver PSHE with a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Assemblies
- ◆ PSHE activities and school events
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

Our School Motto is 'To be the best we can be'. Children are encouraged to always strive to achieve their very best and to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent the class's views.

7. British Values

At William Law we uphold and teach children about British Values which are defined as:

Democracy
 Rule of law
 Individual liberty
 Mutual Respect
 Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The British Value Statement Democracy is an important value at our school. We believe that the voice of everyone should be heard. Children have the opportunity to have their voice heard through our School Council. School Council representatives from each class meet regularly to discuss issues, rules and school needs. Debates are held in subjects such as topic, RE & Literacy. Students can explain that in situations where choices are offered the majority will carry the vote.

The Rule of Law - We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school. Children know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection. Class and school rules established, explained and enforced consistently. Individual behaviour plans involve pupil contributions. Agreed rewards and sanctions in place to bring about positive behaviour. Outside visitors – police, fire brigade etc. to promote rules of law & safety.

Individual Liberty – Children are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Children are able to show independence in learning and are encouraged to think for themselves. Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching/assemblies.

Mutual Respect - As a rights respecting school, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. Behaviour targets focus on respecting each other, staff and property. Class discussions and conversations reinforce Mutual respect. Where appropriate we use social stories to help them understand and develop mutual respect. Mutual respect is at the heart of PSHE and RE teaching.

Tolerance of those of different Faiths and Beliefs - We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving children opportunities to experience diversity in our local community and through delivery of our curriculum.

8. Equal Opportunities

The school has an Equal Opportunities policy. Every child should be given the opportunity to take part in all aspects of PSHE with equal respect with regard to gender, race, religion, ability and background. The school is sensitive to the fact that we are a Multi- Cultural society and so aims to educate the children to be aware of different cultural backgrounds and religious beliefs.

Children with Special Educational Needs are expected to work at their own level but alongside and supported by others. The SENCO's role is to offer advice and support in developing pupils PSHE as well as their academic achievements/ progress.

9. Teaching and Learning Strategies

During PSHE lessons, as with other subjects, children are given the opportunity to mix and work with other members of their class. This gives every pupil the opportunity to work with other genders, ages and abilities. They may work individually, in pairs or as a whole class (eg circle time). The class teacher will be sensitive to those in class with differing needs e.g. Family circumstances. PSHE involves mainly discussion work with some recording depending on the nature of the activity and the age of the children involved.

Methods used to involve children, and further their knowledge, skills and understanding may include:

- circle time
- role play and drama
- brainstorming
- snowballing
- pair and group work
- carousel
- use of fiction
- draw and write
- circle of feelings
- videos
- Use of outside agencies and services to support PSHE and Citizenship delivery (See Community Links).

10. Sex Education

Sex and Relationships Education is included in the year plans for PSHE and Citizenship and is taught with reference to the schools Sex and Relationships Education policy. Aspects of Sex and Relationships Education are taught as part of both the Science curriculum and the PSHE and Citizenship Scheme of Work.

11. Drugs Education

Drugs Education is taught from the Scheme of Work and supported by the Life Education Centre Programmes of Study.

12. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. There are a variety of strategies for Assessment, Recording and Reporting such as snapshots, monitoring of plans and reporting to parents. Other strategies include children's self assessment, draw and write techniques in accordance with the School's Assessment policy.

13. Review and Monitoring

The PSHE Coordinator is responsible for monitoring plans and snapshots of delivery. Certain sensitive aspects of the PSHE and Citizenship curriculum will be annually reviewed in conjunction with the Headteacher, Health Professionals and PSHE Advisors as appropriate.