



West Melton Primary School

PSHE(E) Policy

Written by: J Key

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Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Rationale:

The purpose of the PSHE(E) curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Vision:

Personal, social, health, economics education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so 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.

Aims and objectives:

The aims and objectives of learning PSHE(E) Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

What is Personal, Social, Health and Economic Education?

PSHE(E) encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHE(E) is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHE) and citizenship.

Content of PDL (Personal Development Learning) programme including SRE and Drugs:

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE are included in all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We aim to cover the following core themes within PSHE our Programme of Study:

Key Stage 1

1. End of Key Stage statements - Learning Outcomes

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).

Programmes of Study - Learning Objectives

Developing confidence responsibility and making the most of their abilities

Pupils should be taught:

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to set simple goals

2. End of Key Stage statements - Learning Outcomes

The QCA guidance document does not provide end of Key Stage statements, which specifically relate to the Citizenship strand of the Primary PSHE framework. However, many schools will be using a class council linked to a school council to meet many of these learning objectives.

Programmes of Study - Learning Objectives

Preparing to play an active role as citizens

Pupils should be taught:

- To take part in discussions with one other person and the whole class
- To take part in a simple debate about topical issues
- To recognise choices they can make and recognise the difference between right and wrong
- To agree and follow rules for their group and classroom and understand how rules help them
- To realise that people and other living things have needs and that they have responsibilities to meet them
- That they belong to various groups and communities, such as family and school
- What improves and harms their local, natural and built environments and about some ways people look after them
- To contribute to the life of the class and school
- To realise money comes from different sources and can be used for different purposes

3. End of Key Stage statements - Learning Outcomes

Children can make simple choices about some aspects of their health and well-being (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 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.

Programmes of Study - Learning Objectives

Developing a healthy, safer lifestyle

Pupils should be taught:

- To make simple choices that improve their health and well-being
- To maintain personal hygiene
- How some diseases spread and can be controlled
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- All household products, including medicines can be harmful if not used properly
- Rules for and ways of keeping safe, including basic road safety and about people who can keep them safe

4. End of Key Stage statements - Learning Outcomes

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 classmates). They can identify and respect the differences and similarities between people and can explain different ways that family and friends should care for each other (for example telling a friend that they like them showing concern for a family member who is unwell).

Programmes of Study - Learning Objectives

Developing good relationships and respecting the differences between people

Pupils should be taught:

- To recognise how their behaviour affects other people
- To listen to other people and play and work co-operatively
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- That there are different types of teasing and bullying, that bullying is wrong and how to deal with bullying

5. Breadth of Opportunities

In line with QCA Guidelines, pupils should be taught:

- Take and share responsibility (for example, for their own behaviour/by helping to make classroom rules and following them/by looking after pets)

well).

- Feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)
- Take part in discussions (for example, talking about topics of school, local, national, European Commonwealth and global concern, such as 'where our food and raw materials for industry come from')
- Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)
- Meet and talk with people (for example, with outside visitors such as religious leaders, police officers and the school nurse)
- Develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task)
- Consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)
- Ask for help (for example, from family and friends, midday supervisors, older pupils, the police)

Keystage 2

1. End of Key Stage statements - Learning Outcomes

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.

Programmes of Study - Learning Objectives

Developing confidence responsibility and making the most of their abilities

Pupils should be taught:

- To talk and write about their opinions and explain their views on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way
- About the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future
- To look after their money and realise that future wants and needs may be met through saving

2. End of Key Stage statements - Learning Outcomes

The QCA guidance document does not provide end of Key Stage statements, which specifically relate to the citizenship strand of the primary PSHE framework. However, many schools will be using a class council linked to a school council to meet many of these learning objectives.

Programmes of Study - Learning Objectives

Preparing to play an active role as citizens

Pupils should be taught:

- To research, discuss and debate topical issues, problems and events
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To resolve differences looking at alternatives, making decisions and explaining choices
- What democracy is and about basic institutions that support it locally and nationally
- To recognise the role of voluntary, community and pressure groups
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment
- To explore how the media presents information

3. End of Key Stage statements - Learning Outcomes

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 well-being (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 well-being. 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).

Programmes of Study - Learning Objectives

Developing a healthy, safer lifestyle

Pupils should be taught:

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- About how the body changes as they approach puberty
- Which commonly available substances and drugs are legal and illegal, their effects and risks
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong
- School rules about health and safety, basic emergency aid procedures and where to get help

4. End of Key Stage statements - Learning Outcomes

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 and 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.

Programmes of Study - Learning Objectives

Developing good relationships and respecting the differences between people

Pupils should be taught:

- That their actions affect themselves and others. To care about other people's feelings and to try to see things from their point of view
- To think about the lives of people living in other places and times and people with different values and customs
- To be aware of different types of relationship, including marriage, those between friends, families and to develop the skills to be effective in relationships
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help
- To recognise and challenge stereotypes
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Where individuals, families and groups can get help and support

5. Breadth of Opportunities

In line with QCA Guidelines, pupils should be taught:

- To take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
- To feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
- To participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)

- Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)
- Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters)
- Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- Find information and advice (for example, through helplines; by understanding about welfare systems in society)

PDL in our curriculum

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities, working closely alongside the school council and rights respecting teams (e.g. off site visits and school celebrations)

Planning, Teaching and learning for all areas of PSHEE:

We teach PSHE Education to all children at West Melton Primary School. Class teachers deliver at least one PSHE session weekly. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from plans based on the Rotherham Healthy Schools programme for PSHE, SEAL (Social and Emotional Aspects of Learning) themes that are linked to whole-school themes (for example Anti-bullying week) or in response to a specific identified need within the class (for example: pantysaurus).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, Drama and Literacy. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising and class assemblies.

Differentiation for SEN and Able Children

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship

education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Additional Pastoral Care Arrangements

At West Melton Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example children have access to a nurture room, counselling, playground buddies

Monitoring and assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Teachers then provide the subject manager with work samples so he/she can monitor attainment and progression across the school. Teachers complete an assessment at the end of each term.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers, PSHE co-ordinator, head teacher and the SEND co-coordinator to identify pupils' progress which is well above or below that which is expected.

Resource Management

Some resources are held centrally and some are held by individual teachers and the PSHE co-coordinator. All resources are reviewed annually.

The Role of the Co-coordinator

- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.
- Draw up key stage subject plans.
- Contribute to year group and individual teachers plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.
- Be an exemplar.

Working with Parents/Carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at the school. The PSHE we deliver is designed to support the important role of parents in this area; if parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.