

Morton Primary School PSHE Policy

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Why We Teach PSHE.

Personal, social, health and economic education, (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

It enables pupils to understand and respect our common humanity, its diversity and its differences so that they can go on to form the effective, fulfilling relationships that are an essential part of a physically and emotionally well rounded life.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision making and keeping safe in the wider world.

PSHE helps pupils to recognise their own value, work well with others and become increasingly responsible for their own learning. They will be able to reflect on their experiences and understand how they are developing personally and socially, tackling the spiritual, moral, social and cultural issues that are part of growing up.

PSHE does not just exist within the classroom curriculum. The wider range of activities and experiences that our school offers, where pupils contribute to their school life and the community (ECO Schools, Healthy Promoting Schools (HPS), School Council Programmes and residential experiences) are also part of PSHE. Our aim is for the whole school ethos to support the PSHE curriculum and principles, our 'Good to be Green' being an example of a whole school approach to this.

We therefore strive to:

- promote best practice in the delivery of PSHE within the classroom
- present a curriculum that is easy to understand and accessible to all
- review and revise our approach to teaching sensitive issues
- use formative and summative assessment activities to reflect on the development of pupil progress
- improve pupils' emotional literacy
- help pupils stay safe and healthy
- impact positively on our school ethos and culture

The 10 Principles of Effective PSHE

Our practice is guided by the evidence-based principles developed by the PSHE Association.

1. Start where children are, find out what they already know, understand, are able to do and able to say. Involve them where possible, in the planning and choice of activities.
2. The spiral curriculum increases in challenge whilst building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to keep themselves and others leading safe, happy and fulfilling lives.
4. Offer a wide variety of activities within PSHE with interactive learning and the teacher as facilitator.
5. Provide truthful and relevant information to reinforce the positive.
6. Encourage pupils to reflect on their learning and progress, to transfer their learning skills to other areas and from school to their lives in the wider world.
7. Recognise that PSHE is just one part of what school can do to help pupils to develop knowledge, skills, attitudes and understanding they need to fulfil their potential. Link PSHE to other whole school approaches, pastoral support and provide a safe learning environment where the responsible choice is the easy choice. Encourage all staff, families and the wider community to get involved.
8. Create a whole school ethos through PSHE principles so that pupils have positive relationships with adults, feel valued and the most vulnerable are identified and supported.
9. Provide opportunities for pupils to make real decisions about their lives, take part in activities that simulate adult choice and where they can demonstrate their ability to take responsibility for their choices.
10. Provide a safe and supportive learning environment* where pupils can develop confidence to ask questions, challenge information offered, draw on their personal experiences, express views and opinions and put what they have learned into practice.

* To establish this, there need to be accepted 'ground rules'.

Ground Rules.

Ground rules are a necessary element in establishing a safe learning environment.

As the result of a PSHE lesson, it is possible that a pupil could develop the language, skills, knowledge and understanding to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is important that it should be done in a suitable setting. It is not suitable for pupils to talk about sensitive personal matters in the classroom in front of peers. Ground rules need to be discussed and understood by all pupils at the start of the PSHE lesson or module.

Some topics could act as a trigger for pupils, so it is necessary to be mindful of this when approaching such areas of the curriculum.

Teachers and pupils can discuss, draw up and then amend their own class ground rules that suit the maturity and development of the children.

Possible Ground Rules:

- We will not ask each other personal questions
- We have the right not to speak if we do not want to make a comment
- We will join in, when we can make a positive contribution
- We will listen to each other without interrupting
- We can use the 'anonymous question box' if we do not want to ask our question in front of other people

SAFEGUARDING PROCEDURES MUST BE FOLLOWED IF A DISCLOSURE IS MADE.

Delivery

PSHE will be delivered through a variety of teaching and learning activities to include all our pupils, regardless of attainment, including those recognised as SEND and EAL. The emphasis is on active learning, involving children through the use of activities such as:

- Advice Alley
- Agree/Disagree Continuum
- Brainstorming
- Parachute Change Places If...

- Freeze Frames and Emotion Track
- Hot-seating
- Mime
- Thumbs Up/Down/Sideways

There will also be opportunities for children to record their work through writing, drawing and in photographs, either in their individual books or to compile a class book.

There is a regular specific curriculum session, in order to follow our long term plan. One assembly a week will focus on one of the PSHE themes, to be delivered to the whole school. There will be opportunities within other curriculum areas to make links with the PSHE topics as and when they arise. This could also include school events and initiatives such as community projects, school productions, assemblies for parents and friends, visitor led assembly, celebration assembly, school cluster activities and annual residential trips for the Year 4, 5 and 6 pupils.

PSHE Modules.

Our curriculum is based on the modules found in the PSHE Association Programme of Study 2020-2021, developed by Derbyshire County Council in 'PSHE Matters, A Curriculum for Primary Schools', published July 2021.

The modules are based on the 3 core themes of:

1. Health and Wellbeing
2. Relationships
3. Living in a Wider World

The modules are:

1. Drug Education-including how to manage risk and peer influences
2. Exploring Emotions-including how to recognise and manage them
3. Being Healthy-including the importance of looking after our mental health
4. Growing Up-including the RSE element (RSE covered in a separate policy)
5. Changes-including loss
6. Bullying Matters-including how to ask for help

7. Being Me-including identity and community
8. Difference and Diversity-including challenging stereotypes
9. Being Responsible-including looking after the environment
10. Being Safe-with a focus on cyber, gaming and CSE
11. Relationships-including what is a healthy relationship
12. Money Matters-including enterprise

Each module is broken down into strands with a specific learning focus. It follows the spiral curriculum model, building on previous learning and becoming progressively more challenging.

Assessment for Learning.

To make assessment for learning effective and promote quality teaching, it needs to be an integral part of the teaching and learning process. Each module has clear learning outcomes related to the curriculum and not on just behavioural outcomes. This means that we can assess the development of skills, attitudes, knowledge and understanding, not only current behaviour. Our strategies for this include:

- Finding out what the children know before starting a theme, perhaps with the use of a baseline activity that is recorded.
- Sharing learning objectives so that children know what it is they are aiming to achieve.
- Providing formative feedback to individual pupils.
- Including time for reflection in the session.
- Using a summative assessment activity at the end of a theme to compare with the baseline activity.

Early Years.

The above curriculum relates to years one through to six.

In the Foundation Stage of the National Curriculum, PSHE is related to the objectives set out in the Early Learning Goals, matching the aim of developing a child's personal, emotional and social life and well-being.

Personal, social and emotional development

Early Learning Goals September 2021

Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

Managing self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Resources.

Activities, suggestions for formative and summative assessments and tracking sheets are in the PSHE 2020 folder.

Links to other sites, with activities and classroom ideas, are also found in the PSHE Matters document in this folder.

Film clips and audio to support activities are in this folder.

Paper copies of the modules and activity templates are in the PSHE handbook PSHE Matters, published by Derbyshire County Council 2020.

Monitoring and Review

The Head Teacher and PSHE co-ordinator are responsible for monitoring the standards of children’s work and the quality of learning and teaching. The Head Teacher and Co-ordinator support colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy was written by the PSHE co-ordinator with input from.....
and in consultation with.....

It was agreed by.....

Date.....