

Personal, Social, Health and Economic Education Policy

*Oxford Gardens Primary
School*



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Philosophy

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.'

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

National Curriculum Framework 2014

These values emphasise the dignity of the human person, based on respect, compassion and understanding; qualities which form the foundation of our relationships with one another. Educating children to form sound judgements and make right choices in their lives is a developmental process, a fostering of knowledge and understanding throughout a child's formative years.

At Oxford Gardens Primary School we see PSHE as being at the centre of the teaching and learning of our pupils. It has a positive influence on the ethos, learning and relationships within the school and therefore receives the full commitment and involvement of the school community as a whole. As a school we believe we have an important role to play in the formation of children's attitudes, encouraging a positive and confident view with regard to self and relationships with others. Personal, Social, Health and Economic Education provides the

opportunity for all members of the school team to explore and understand their relationship to themselves, to others and the world we live in.

As a school we aim to provide a secure and caring atmosphere where moral and spiritual values will be developed throughout the whole curriculum. We believe that by developing the 'whole person' we will enable individuals to lead a rewarding, satisfying and fulfilling life.

PSHE is more than part of the curriculum, it is a way of life for the whole school community.

Aims

'Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle'.

National Curriculum guidance on PSHE 2019

At Oxford Gardens we are striving towards ensuring that all our pupils have the essential knowledge, skills, understanding and attitudes to enable them to achieve in a changing world. Our aspirations for our children throughout the 21st Century encompass technology and the development of learning communities where education is viewed as a lifelong activity. At Oxford Gardens, high standards of teaching and learning underpin a commitment to success for all, where everyone feels safe, valued and fulfilled.

The key principles of our Learning Culture are as follows:

- Making mistakes is an important aspect of becoming a successful, lifelong learner. All pupils are encouraged to experiment and find solutions.
- We know that we learn in different ways and at different paces, therefore all our achievements are equally valued and celebrated.
- We empower children to deal with their emotions and develop positive communication skills.
- We inspire children to become independent and self-motivated learners.
- Children will have ownership of their learning; they will make their own choices and will help to set their own targets to become lifelong learners.

- Children co-operate positively and constructively, enabling them to work successfully in teams.
- Children appreciate and value being an active part of our diverse school community.
- Technology is an essential part of life in the 21st Century, and we use ICT responsibly to further our learning.
- Children feel confident and secure about taking risks in their learning.
- Children are encouraged to take responsibility to ensure that they become valued citizens in the wider community.
- The Oxford Gardens Team are committed to ensuring that all children give of their best and continually aspire for personal fulfilment and recognition of their achievements throughout their lives as learners.

Through our Learning Culture our aims are:

- To provide every child with learning experiences that will enable them to achieve their potential and lead a fulfilling life.
- To meet the needs of all by taking into account the differences of gender, ability, ethnicity, cultural, social and religious backgrounds.
- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To recognise the role of parents and carers as co-educators and promote strong partnerships with families and the wider community.
- To value each member of our school and develop self-esteem, tolerance and caring.
- To develop independence and self-discipline and promote confidence in decision making and communication.

Objectives of PSHE

The framework that the school uses is the Jigsaw scheme of work. This is based on six main strands of learning:

1. Being me in my world (my place in the community)
2. Dreams and goals
3. Relationships
4. Celebrating difference
5. Healthy me
6. Changing me

These strands will be evident in all PSHE teaching and will enable the pupils to:

- develop self-awareness and positive self-esteem.
- become more mature, independent and self-confident.
- learn to respect the differences between people and cultures.
- learn to keep themselves and others safe.
- develop effective and satisfying relationships.
- make informed choices about their health, lifestyle and environment and help pupils resist peer, social and media pressures where necessary.
- develop their sense of social justice and moral responsibility.
- take more responsibility, individually and as a group, for their own learning and to identify and resist bullying.
- begin to understand that their own choices and behaviour can affect local, national or global issues.
- play an active role as members of the school and citizens in the wider society.

- make the most of their abilities.
- correct misinformation.
- provide a forum where pupils can share their concerns and offer a climate of support where they will be listened to sensitively.

All of these skills will be practised in a variety of contexts relevant to the children's age, ability, gender and culture. Each year group will have different objectives and will ensure progression throughout the Key Stage.

Management and Organisation

Education in PSHE cannot be confined to a taught programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in the school, in every part of the curriculum and in every activity.

PSHE should be managed and organised according to the following principles:

- It should be progressive and developmental, from the Nursery to Year 6.
- It should be integrated into the whole of the school curriculum, recognising the contribution each area can make.
- Education in this area should take into account all aspects of the growth and development of our pupils; spiritually, physically and morally.

The curriculum is based on The Jigsaw Mindful Approach PSHE scheme of work. The school is working towards Healthy Schools Award Gold and the main object of this is to improve all different aspects of teaching of PSHE. The relationships and sex education (RSE) and the drugs and alcohol education will follow the Christopher Winter scheme of work. British values are also taught through specific lesson plans and tackling bullying behaviour is also addressed and regularly touched upon. The scheme breaks the curriculum into half terms, identifies different areas for each year group and ensures continuity and progression between the Foundation Stage, Key Stage 1 and 2 and between each age group. In implementing the scheme of work particular attention has been paid to the concept of the transferable skill; generic skills that we all need to use every day, in order to maintain our relationships, be aware of ourselves and to reduce risk. The transferable skills identified are:

1. Emotional Well-being.
2. Managing Change.
3. Managing Risk.
4. Communication and Participation.
5. Self-Awareness.
6. Relationships and Valuing Difference.

These are delivered within our PSHE curriculum in many ways;

- As taught by the class teacher to the class as a whole.
- Through cross curricular work, particularly RE, science, history geography (covered in the IPC - International Primary Curriculum) and literacy.
- Through enrichment activities such as assemblies, visits, performances, etc.
- On a daily basis, incidentally when an issue is raised by a pupil or as an incident takes place.
- Through the hidden curriculum - ethos, atmosphere of the school.
- Assemblies and follow-up work in class.
- Through the Healthy Schools Initiative.

The scheme of work is available for all staff on the school system. This includes the curriculum map for PSHE. The activities are planned by each team of teachers, with the co-ordinator helping in an advisory capacity when requested to do so.

Teaching and Learning Strategies

A programme of education in PSHE aims, through its teaching and learning, to encourage children to make informed choices, builds up a valued system and develop a healthy lifestyle. In order to achieve these goals, certain factors may be important:

- classroom organisation to enable every pupil to participate in each session.
- creating an environment where children feel at ease and have the confidence to ask questions.
- grouping children according to their sex, to be taught by teachers of the same sex, may be a consideration at certain times.
- teachers should be aware to leave doors open during one to one conversations with pupils or seek colleague's presence.
- staff aim to answer children's questions in an honest, direct and truthful manner in accordance with the school ethos and the mission statement.
- external agencies should be involved in the programme when such involvement is deemed necessary and should compliment and reinforce curriculum content taught in class.

In order to address the active learning triangle of knowledge, skills and attitudes, a wide range of methods are used in teaching the PSHE curriculum. These include Circle Time, working in pairs/groups, brainstorming, drama and role-play, story and picture books, visits from outside agencies, PSHE assemblies, puppets, and ICT.

Equal Opportunities

Our aim is to give all pupils an equal opportunity to access the PSHE curriculum. All children have an entitlement to receive high-quality PSHE Education regardless of physical or mental ability, race, gender and social circumstances.

In a programme of this nature we seek to ensure that teaching and learning

- Offers accessibility to all pupils.
- Includes an awareness of disability and our multi-cultural environment.
- Recognises the value and responsibilities of both sexes.
- Offers a differentiated programme for children identified with a special educational need.

All children will have access to appropriate resources available in school, which will reflect a multi-cultural society, without stereotyping or discrimination.

Community Links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. Oxford Gardens sees working with the community as a two-way process whereby the community is used as a resource and the school seeks to contribute to the community. We value working with the parents/carers of our children in different ways.

We do this in many ways including; informing them about the curriculum, parents evenings, class assemblies where parents are invited, school coffee mornings, volunteer reading scheme, involvement in festivals and celebratory days, involvement within the school day and regular website updates. Parents are encouraged to come into school whenever they are experiencing any problems regarding behaviour or have any concerns.

Monitoring and Evaluation

During the course of 2018/19, the monitoring and evaluating of teaching and learning has been formalised and integrated into PSHE. This will continue during 2019/20. This will include children reflecting on their own learning and teachers reflecting on the appropriateness and effectiveness of resources. The PSHE lead will conduct pupil voice activities and lesson drop-ins throughout each key stage as a way of monitoring teaching and learning in PSHE.

Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. The purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform the planning of future work. As the curriculum continues to develop the staff will build on current assessment recording and reporting systems. These will assist children and staff in being able to make further progress with their learning and understanding in this area. They will include self-assessment and peer-assessment, as well as staff observations.

Professional Development

All staff will be given the opportunity to receive support and development in PSHE. This will be through:

- School based inset related to PSHE.
- Relevant courses held by outside agencies.
- Staff meetings to review current school issues and to make aware new initiatives, practices and resources.
- Team teaching with the PSHE lead if required.

Curriculum Content

At Oxford Gardens we shape our curriculum to inspire and create learners who are successful, independent, confident, responsible and innovative. In line with the visions and values underpinning our Learning Culture each Key Stage builds upon knowledge and develops pupils' understanding, in order to enable them to make informed choices, lead confident and healthy independent lives and to become informed, active and responsible citizens.

Foundation Stage – Targets

As outlined through the learning statements and Early Learning Goals in the Early Years Foundation Stage Curriculum, Personal, Social and Emotional Development is covered under the following three headings:

ELG 06: Self-confidence and self-awareness
ELG 07: Managing feelings and behaviour
ELG 08: Making relationships

Key Stage 1 Targets – PSHE

At the end of Key Stage 1 most children should be able:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share their opinions of 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.
- To know how to make simple choices that improve their health and wellbeing.
- To maintain personal hygiene.
- To know how some diseases spread and can be controlled.
- To understand the process of growing from young to old, and how people's needs change.
- To name the main parts of the body.
- 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.
- To understand that family and friends should care for each other

Key Stage 2 Targets – PSHE

At the end of Key Stage 2 most children should be able:

- 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 family and others in a positive way.
- To understand how the body changes as they approach puberty.
- To behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable and unacceptable.
- To understand that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- To be aware of the different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To know where individuals, families and groups can get help and support.

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 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 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 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 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 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.

Policy review mechanism

The co-ordinator will initiate a policy review in the autumn term of 2020. They will take note of any changes in legislation, feedback from children and staff during the monitoring and evaluation process, as well as comments from parents. A draft will be produced which will be shared and agreed with staff.