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# PSHE Policy

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*Unique Individuals Learning Together*

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**POLICY**

Park Road CP School

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Issue Number: PR034-1

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# PARK ROAD C.P. SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY

## Introduction

This policy has been shared and approved by the teaching staff and the School governors.

Personal, Social and Health Education involves providing opportunities for all our pupils to learn and achieve, promoting our children's spiritual, moral, social and cultural development and preparing all our pupils for the opportunities, responsibilities and experiences of life. Citizenship involves community involvement and some of the basic aspects of political literacy. This policy is a statement of the aims, principles and strategies for the teaching and learning of PSHE and Citizenship at Park Road C.P. School. The implementation of the policy is the responsibility of all the teaching staff.

## Philosophy

At Park Road we believe the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both these areas is essential to raising the standards of attainment of all pupils. We believe that PSHE and Citizenship help to develop understanding, knowledge and skills in children that will help them to have a happy school life and become confident, independent and healthy adults.

PSHE and Citizenship are not isolated, but very much a part of what is happening within the classroom, playground and whole school environment. Our PSHE and Citizenship will work in collaboration with our school mission statement and policies for bullying, sex education and behaviour.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE is guided by values of: *courage, tolerance, respect, trust, pride, unity, determination, freedom and friendship.*

## Aims

At Park Road Primary we aim to provide learning experiences which help children to:-

- Develop confidence, self-esteem and self-worth to make informed choices and decisions.
- Develop reflection upon and responsibility for their own actions
- Develop their own views and moral values
- Develop an understanding of their own emotional and physical development
- Develop responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Develop resilience, initiative, self-reliance and autonomy
- Develop a caring attitude towards and responsibility towards the environment.
- Develop co-operative skills and understand how society works and the rights and responsibilities involved.
- Develop a tolerance and respect for others regardless of their views, race, religion or sexuality.
- Have strategies to respond to 'bullying'.

## Organisation

PSHE and Citizenship permeate both the curriculum and the ethos of the school.

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Teaching strategies may involve whole class teaching, group work or individual work. In addition to PSHE and Citizenship during everyday class management, each class has a specified time for PSHE which may be carried out through circle time or games.

Pupils are encouraged to work co-operatively within groups or independently.

Presentation of children's work from this area is varied and can be in the form of displays, assemblies to parents and presenting work to other teachers and children to show that individual and group efforts are valued.

Children are encouraged to behave in a particular manner which leads to the formation of class rules and a code of conduct. The class rules are negotiated by the children and the class teacher and are designed to help children get their behaviour right.

Whole school assemblies can be used to celebrate individual children's successes and achievements. Specific moral and religious issues as well as safeguarding issues such as E-Safety are also addressed in assemblies. Current issues are continually changing in our society and we will endeavour to be flexible and embrace these to develop a proactive approach, rather than a reactive approach.

Health and Safety issues and substance use and misuse are addressed in a cross-curricular approach which also encompasses the requirements of the Physical Education and Science curriculum.

### **Methodology for teaching and learning**

#### **Planning and Continuity**

Planned opportunities for promoting children's personal, social and health education and Citizenship exist during *PSHE and Sex Education time* and across the curriculum.

When planning PSHE and Citizenship, each activity;

- Identifies the intended learning outcomes in terms of the skills, knowledge and values explored, and
- Provides opportunities for pupils to reflect on what they have done, how they feel, what they have learnt and what they will do next, and how they can respond to certain situations, e.g. peer pressure, bullying.

#### **Planning**

There are two levels to the planning of PSHE:

- Long term plan
- Short term plans

### **Equal Opportunities and Special Educational Needs**

All children have a right to a broad and balanced curriculum and Park Road School aims to include all children regardless of their ability, race, gender, cultural background or any physical or sensory disability. Knowledge, skills and understanding are taught in ways that best suit pupils' current attainment, and care is taken all learning is appropriate so that pupils can progress and show what they can achieve.

### **ICT**

ICT should be in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and or/ 'Flip-cams'. Children may also use a video camera or iPad to record themselves.

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Children will be encouraged to:

- Find things out from a variety of sources, selecting and using information to meet their needs;
- Develop their ideas using ICT tools to refine their learning and enhance quality and accuracy.

### **Early Years**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given an opportunity to engage in social activities, as members of a small group leading to whole school activities.

### **Key stage One and Two**

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around core values such as courage, tolerance, respect, trust, pride, unity, determination, freedom and friendship. Class teachers may approach the PSHE leader or the SENDCO to discuss how to best meet the needs of the children they teach.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, as members of a wider community, based on their first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively, with their peers. They may use their personal and social skills to develop to extend these activities. The children also are given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum. References for materials relevant to the value focus are given on the PSHE curriculum.

### **Implementation**

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. PSHE may be delivered using a multi-sensory approach by a teacher/ TA. Visiting professionals may provide talks/ workshops to pupils. PSHE values may also be introduced in and explored within the whole school and Key Stage assemblies. These will also be encouraged through the use of tokens, which are given out in and around school to promote positive examples of children's behaviour e.g. a child being a good friend to another child could receive a friendship token during the term that that value is being promoted.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected into the School Council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons as outlined on the long term plan. Pupils are offered a wide range of opportunities to enhance their learning through other subjects and areas of the curriculum and out-of-school clubs and activities.

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### **Assessment, Recording and Reporting**

Informal assessment will take place during activities so teachers can act on situations brought up by children in that or the next lesson. Teachers may use the chosen model: Assessment without levels – Essentials curriculum as guidance to ensure that:

- Planning learning builds on children's prior knowledge and shows progression in PSHE learning.
- Implementing assessment based planning so that lessons consistently meet children's needs.
- Use peer and self-assessment to involve children in understanding their own learning and next steps,
- Encouraging children to feedback to teachers about which aspects of a value/ PSHE area they would like to learn more about.
- PSHE and Citizenship will be reported to parents on the end of year reports.

Assessment in PSHE and Citizenship should not imply that children are failing as people or citizens. It should not be a judgement on the worth, personality or value of an individual child or their family.