Ashleigh Primary School

PSHEE

 Policy

Staff: February 2013

Approved by Governors: March 2013

Reviewed: December 2016

Review date: December 2018

**British Values**

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

**Race Equality and Racial Harassment**

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School’s Race Equality and Racial Harassment Policies).

# PSHEE Policy

(see also Behaviour and Discipline; Drugs; Food; Health, Sex and Relationship Education)

## 1 Aims and objectives

1.1 We believe that education in PSHEE enables children to become healthier, more independent and more 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 so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. To this end, the school will adopt a “whole-school approach” and regularly consider and review:

* Its organisation and management: e.g. pupil / parent participation opportunities in decisions about school life
* Policies and initiatives affecting health and well-being: e.g. child protection; sex education; drug education; bullying; etc
* Relationships with the community, including parents: e.g. mutual benefits for all parties through involvement; people in the community (health professionals, specialist organisations, etc..) who can help pupils and extend their horizons
* The school environment: e.g. the safety of the premises; the quality of the dining area

1.2 Our objectives in the teaching of PSHEE are for all of our children:

* to know and understand what is meant by a healthy lifestyle and keeping healthy
* to understand what makes a good friend
* to know about and understand different relationships
* to have respect for others
* to be thoughtful and responsible members of their community and their school
* to develop self-confidence and self-esteem
* to be aware of how and understand why their bodies change
* to know about medicines and drugs
* to be aware of safety issues and know how to keep safe
* to make informed choices regarding personal and social issues
* to develop good relationships with other members of the community
* to become active members of our democratic society
* to learn about money and how to achieve financially capability

## 2 Teaching methods and approaches -

2.1 At Ashleigh we use a range of teaching methods and approaches in order to meet the PSHEE requirements of the National Curriculum. Active learning is encouraged by including the children in discussions, investigations and problem solving activities. We ensure that the children have opportunities to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events or involvement in helping other individuals less fortunate than themselves. We recognise that there are different teaching and learning styles which enable effective PSHEE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills problem-solving skills and leadership skills. We will develop them with our pupils by;

* Setting up ground rules
* Differentiating learning
* Using active learning methods, such as stories, mind mapping/thought showers, quizzes and questionnaires
* Standpoint taking
* Individual/paired/group work
* Role play
* Discussion techniques, debates, Socratic\* and Fishbowl\*\* discussions
* Reporting back
* Story boards, trigger drawings, situation cards, photographs and magazine articles
* Videos and films
* Sharing lesson objectives with pupils
* Using distancing and de-personalising techniques
* Visiting speakers

**\*Socratic debate** - named after the [classical Greek](http://en.wikipedia.org/wiki/Classical_Greece) [philosopher](http://en.wikipedia.org/wiki/Philosophy) [Socrates](http://en.wikipedia.org/wiki/Socrates), is a form of inquiry and debate between individuals with opposing viewpoints based on asking and answering questions to stimulate [critical thinking](http://en.wikipedia.org/wiki/Critical_thinking) and to illuminate ideas.

**\*\*** Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sit on the chairs outside the fishbowl. In an **open fishbowl**, one chair is left empty. In a **closed fishbowl**, all chairs are filled. The moderator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listen in on the discussion.

**Context**

PSHEE and Citizenship will be delivered through:

* Discrete PSHEE lessons
* Circle Time
* Existing curriculum subjects –Science, Religious Education, Geography
* Whole school curriculum enhancement weeks – e.g. ‘Friendship Week’, ‘My Money Week’
* Assemblies
* School Council

**Content**

Our PSHEE Topics are:

* Keeping Healthy
* Keeping Safe
* Friendships and Relationships
* Growing and Changing
* Global and Environment
* Economics

See scheme of work (attached)

We also use the SEAL programme to compliment this SOW.

## 3 PSHEE curriculum planning –

3.1 We teach PSHEE in a variety of ways. Each class has a timetabled session for PSHEE when we teach it as a discrete subject. On other occasions, we introduce PSHEE topics through teaching in other subjects. For example, some of the topics are covered in science and geography and there is a large overlap between the programme of study for religious education and the aims of PSHEE therefore, we deliver a considerable amount of the PSHEE curriculum through our religious education lessons.

3.2 We also develop PSHEE through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils’ self-esteem, and giving them opportunities to develop leadership skills and positive group work.

## 4 The Foundation Stage

4.1 We teach PSHEE in reception classes as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHEE aspects of the children’s work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing a child’s Personal, Social and Emotional Development (PSED): Making Relationships, Self Confidence and Self Awareness, and Managing Feelings and Behaviour. Understanding the World: The World, and People & Communities. Physical Development: Health and Social Care.

## 5 PSHEE and ICT

5.1 ICT makes a contribution to the teaching of PSHEE in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences. We ensure that cyber bulling is included in our ‘Friendship/Anti Bullying Week’

## 6 PSHEE and Inclusion

6.1 We teach PSHEE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through Early Years/School Action and Early Years/School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHEE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHEE targets.

6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

# 7 Co-ordination

The PSHEE curriculum will be co-ordinated by an appropriately trained and supported Key Teacher. The Key Teacher will be responsible for;

* The implementation of PSHEE throughout the school
* Supporting class teachers in the delivery of PSHEE
* Supporting class teachers in identifying pupils’ needs and how they respond to them
* Ensuring pupils with particular needs (hearing/sensory impairment, learning difficulties, mental health issues, drug use, teenage pregnancies etc.) receive extra provision where appropriate.
* Informing colleagues about current developments in PSHEE
* Managing PSHEE teaching resources, including purchasing, and keeping up-to-date with new resources
* Advising SMT of training and development opportunities locally and nationally
* Monitoring and evaluating classroom practice

The Key Teacher will be supported by the Head teacher and by a member of the governing body’s curriculum sub-group.

#### 8 Evaluation and Review

8.1 Our teachers assess the children’s work in PSHEE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives in the scheme of work, based on the PSHEE End of Key Stage statements in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

8.2 Our teachers record the achievements of pupils in PSHEE. We report these achievements to parents and carers each year.

8.3 We encourage our pupils to keep records, in their personal Record-of-Achievement file, of their contribution to the life of the school and the community.

8.4 We do not set formal examinations in PSHEE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

## 9 Resources

9.1 We keep some resources for PSHEE in a central store, in topic boxes for each unit of work. Each class also has a selection of resources relevant to their topics and units of work. We have additional resources in the libraryand on ‘staff shared’. Our PSHEE coordinator also holds a selection of reference materials.

#### 10 Use of Visitors/Outside agencies

10.1 At Ashleigh we recognise the value of partnership working. We also recognise that visitors will work alongside the class teacher who will be present at all times. Visitors to the school will have been given a copy of the PSHEE policy before they work with the children and will have met the PSHEE lead/ class teacher beforehand to discuss and plan the content of the lessons.

10.2 Pupils will be made aware of \*pastoral systems within the school through assemblies, lessons, use of posters, newsletters, school prospectus, diaries etc. We also have nurture groups within school for identified groups of children.

10.3 Pupils will be made aware of support systems outside school through Notice boards, posters, class teachers, learning mentors etc.

\**Pastoral systems refer to peer educators/mentors, school counsellors (Brook/NSPCC counsellors), school nurses etc.*

## 11 Monitoring and review

This policy will be reviewed on a regular basis and reported to governors when requested on its effectiveness.

Written: S. Hayward

Date: 28th January 2013

Reviewed: December 2016

**PSHEE Curriculum Overview by Year Group**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year/****Topic** | **Keeping Healthy** | **Keeping Safe** | **Friendships & Relationships** | **Growing and changing** | **Global & environment** | **Economics** |
| **1** | Healthy eatingHygiene | People who help keep us safePersonal spaceMedicines are not sweetsGoing to Doctor’s | Developing relationshipsFamily – different typesAcceptable / unacceptable behaviour in friendships | Sequence of growthChange from babyChanges similar & different to me | RecyclingBelonging to a community | Value of money- getting & using itHow does using my money in different ways make me feel? |
| **2** | Healthy eating – food preparationExercise | Personal hygieneSafety in home – kitchen and bathroommedicines and safety in home | SharingBeing a good friendExploring human difference & diversityClass rules | Main parts of bodyLife cycles – animals and plantsPersonal hygiene | People who have made a differenceLocal community | Difference of wanting and needingSavingCharities |
| **3** | Eat well plateDental hygieneHow the brain worksImportance of sleep | Public and private placesElectrical safety | Exploring feelings furtherBuild on exploring difference & diversity- disabilities | Similarities and differences between genders / development | Household wasteObserving local environmentComposting | Affording goodFinancial differences for peopleWhere money comes from |
| **4** | Smoking | Emergency servicesSmoke alarmsMaking emergency callsFirework safety | SecretsSolving moral dilemmasDealing with bullying & harassmentFinding helpResilience | Coping with change – how it feels.Learning to learnGoals and aspirations. | Rights, responsibilities and roles- UK and other countriesWhat’s a good citizenHazards within local community- Keeping Safe? | What is value for moneySavings accountsWhere does our money go? |
| **5** | Alcohol | Signposting and getting help | Relationship difficultiesDivorceSeparationBereavementBullyingConflict resolutionBefriending. | PubertyHealthy choices leading to good mental healthAspirations & achievements | What is community?Our place in society | Choices and decisions – how to spend money, CharitiesDebt & creditFair-trade |
| **6** | Drugs and the consequences on health, families & the communityHealthy lifestylesObesity & body image | InfectionsHIV – micro organismsImmunisationDental healthBasic First Aid | Diversity of race, gender & relationshipsSame sex familiesChallenging stereotypes & prejudiceConsequences of racism, teasing and aggressive behaviour | Lifecycles and reproduction.Preparation for transitionPuberty, self esteem and media influence on body image perception | Media influences and impact on decision making.Ecological /Global issuesLocal Governance, Voting systemsGovernment systemsSchool councils  | Different salaries for different jobsFinancial riskHow money benefits everyone |