

*Green Lane
Church of England*



Primary School

PSHE Policy

Policy Title:	PSHE Policy
Policy Author:	AER
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The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

1. Introduction

At this school the Personal, Social, Health and Economic education programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic education (PSHE). It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the social and emotional well-being of pupils
- promote the physical well-being of pupils
- provide sex and relationships education
- promote British Values
- achieve the aims of the whole curriculum.

Details of how we meet our responsibility for sex and relationships education are outlined in the Sex and Relationships Education Policy. PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

Honesty; Kindness; Trust; Responsibility; Friendship; Self-control; Empathy; Respect; Tolerance.

This document applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). This policy supports Article 2, 3, 14, 16, 18, 20,28, and 29 in particular.

This policy should be read in conjunction with SMSC, RE, SRE, Drugs Education, Wellbeing and Equality policies

2. School Aims and Values

PSHE education at Green Lane Church of England Primary School aims to:

- give pupils the knowledge and develop the self- esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings
- understand how society works and the rights and responsibilities involved.

3. Content 3.1. Early Years Foundation Stage

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 the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

3.2. Key Stage 1 and Key Stage 2

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 our core values of honesty, kindness and trust if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own 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 or extend these activities. The children are also 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.

3.3. Planning

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting individual targets based on the assessment approach
- setting different tasks within sessions
- using resources appropriate to each individual.

4. Implementation

PSHE will be delivered by the class teacher with the support of the Emotional Health and Well Being Worker as necessary. PSHE may be delivered using a multi-sensory approach (for students working at P4 and below) by a teacher or TA. Visiting professionals may provide talks/workshops to pupils. PSHE values may also be introduced in and explored within both whole school and Key Stage assemblies.

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, local projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of school activities.

5. Equality

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy
- provide a multi-sensory approach using a variety of media
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate
- use appropriate summative and formative assessment approaches to inform future learning
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions

6. MONITORING AND EVALUATION

Provision for PSHE is monitored and reviewed on a regular basis alongside PSHE and RE. This is achieved by:

- evaluating SMSC, in some lesson observations, following Ofsted guidelines
- pupil consultation
- learning walks
- following our monitoring cycle.