



**Rudston Primary School**

**PSHE Policy**

**Date: September 2018**

**Subject Lead: Miss A Kinsey-Jones**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2018**

**Review Autumn Term 2019**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

## **1 Aims and objectives**

**1.1** At Rudston Primary School Primary School, we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do. 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 proposed new national curriculum 2014. The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

**1.2** The aims of PSHE in our school are:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life;
- To encourage a caring attitude towards and responsibility for the environment;
- To help our pupils understand and manage their feelings;
- To understand how society works and the rights and responsibilities involved.

## **2 Teaching and learning style**

**2.1** During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving; All teachers will endeavour to provide a safe learning environment through the establishment of clear rules which are made explicit to the children and reinforced consistently. Visiting speakers such as the police and health workers also contribute to the taught curriculum.

**2.2** Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working a part of a group on a project. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings and by taking on roles of responsibility for themselves, for others and for the school. Star of the Week and Work of the Week certificates, as well as Class Dojos are used to celebrate personal achievements with regards to developing positive attitudes to learning with parents and carers.

**2.3** We recognise the fact that in all classes there are children of widely-different abilities in PSHE and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;

- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

### **3 PSHE curriculum planning**

**3.1** PSHE in our school follows the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014. This framework will be delivered through a variety of teaching strategies but will mainly focus on using the SEAL themes and guidance.

**3.2** It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community.

**3.3** The class teacher writes the lesson plans for each SEAL lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he and the SEAL subject leader often discuss them on an informal basis.

**3.4** A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.

**3.5** In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities
2. Developing a healthy, safer lifestyle
3. Developing good relationships and respecting the differences between people.
4. Preparing for the opportunities, responsibilities and experiences of later life

**3.6** The curriculum offers discreet whole school themed weeks on:-

- Anti-Bullying
- Keeping Healthy, Keeping Safe

**3.7** The curriculum offers a programme of Sex and Relationships education across Key Stage 2.

**3.8** The Art of Being Brilliant is an approach that we follow in school to help children develop their emotional intelligence. It aims to raise the level of happiness, confidence and resilience of every child; embedding positivity and a sense of personal responsibility into school and home life.

**3.9** Some research has been carried out that indicated that only about 2 % of the population respond positively to situations and bounce back from setbacks. The Art of Brilliance team call these 2%ers. The rest, the 98%, the Art of Brilliance Team call 'mood hoovers,' as they can suck up or drain the positive energy around them by moaning and groaning. The Art of Brilliance team is a way of embedding positive thinking and positive self-talk from an early age. Its aims are for the children to realise:

1. that they can **choose to be positive** in situations.
2. that they can **take personal responsibility** for their thoughts, actions, behaviour and their learning (e.g. they motivate themselves rather than be motivated by teachers and parents).
3. that they can have a **positive impact** (or negative) on those around them.
4. that if they choose to, they **can bounce back** from setbacks and view mistakes as positive learning experiences. They can develop **resilience**.
5. that **random acts of kindness can** make themselves, the school and home happier places.
6. that everyone is good at something and we feel happy if we do what we are good at. We can all **'play to our strengths'**.
7. that if they **set themselves goals** taking small steps will help them achieve them.

## 4 PSHE links with British Values

**4.1** The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of;

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister (2014).

**4.2** At Rudston Primary School, these values are reinforced regularly and in the following ways:

### Democracy:

- We listen to all views
- We debate arguments for and against
- We get involved
- We express our views peacefully
- We vote and respect the result of the majority

Democracy is inherent within the school. Pupils have the opportunity to have their voices heard through our School Council. The elections of House Captains is based solely on pupil votes.

### **4.3** The Rule of Law

- We make sure rules and expectations are clear
- We know the difference between right and wrong
- We know rules protect us

The importance of Laws (whether they be those that govern the class, the school, or the country) are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **4.4** Individual Liberty (Freedom)

- We are responsible for our own behaviour
- We challenge stereotypes and bias

- We are an anti-bullying school
- We promote self-knowledge, self-esteem and self-confidence
- We model freedom of speech in a peaceful manner

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and RE/PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

#### **4.5 Mutual Respect and Tolerance of those of Different Faiths and Beliefs (Respect and Tolerance)**

- We promote respect
- We have respect for our own and others' cultures
- We discuss differences of faith, ethnicity, disability, gender and families

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect'. Pupils take part in discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Tolerance of others is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE, alongside visits to other places of worship within the area. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

**4.6** British Values Week – To raise the profile and awareness of British Values at Rudston, during the Autumn term, we will undertake a week devoted to the British Values, taking a different value each day and exploring it as a class. Each day will start with an assembly where a different visitor will speak about the value and what it means to them. For example, on the Monday, when the value is Mutual Respect and Tolerance of those of Different Faiths and Beliefs, members of different religions will be speaking to the children and sharing their faith with them. Each day during the week, children in Key Stage 2 will decide on a 'child-friendly' definition for the value, before coming together on the Friday for a democratic vote to decide on what British Values means to Rudston.

## **5 The contribution of PSHE to other subjects**

### **5.1 All subjects**

PSHE contributes significantly to the teaching of all subjects in our school by actively promoting the skills of teamwork, resilience, speaking and listening.

### **5.2 English**

PSHE teaching contributes to the teaching of English through the feeling of empathy. Some of the texts that we use in English evoke feelings of empathy. For example, in Key Stage 2, children experience stories with issues and dilemmas. Children develop oracy through discussing feelings and 'hot-seating' characters to 'put themselves into their shoes'. They develop their writing ability by writing diary entries and emotive letters and through using writing frames.

### **5.3 Mathematics**

Through our new Mathematics approach 'Maths – No Problem!', children use their skills of group work and resilience at the start of every lesson. Through the 'Focus Task', children must work as a group to solve a problem in as many different ways as possible.

### **5.4 Computing**

We use ICT in PSHE teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in PSHE. Children use ICT in PSHE to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children learn how to stay safe on the internet through E-Safety weeks and learn how to act should a problem arise. Children have the opportunity to use the iPads to record and use photographic images.

## **6 Teaching PSHE to children with special needs**

**6.1** We teach PSHE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

## **7 Assessment and recording**

**7.1** Teachers assess the children's work by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep records of the contribution to the life of the school and community in photograph and video form.

**7.2** Our Celebration Assembly celebrates personal achievements outside school. Postcards home celebrate personal achievements with regards to developing positive attitudes to learning. A comment relating to PSHE will be included in the annual report to parents on pupils' progress.

**7.3** The PSHE subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in PSHE for each age group in the school.

## **8 Resources**

**8.1** There are sufficient resources for PSHE teaching units in the school. SEAL themed materials are used as a basis for teaching PSHE in the following areas:-

- New Beginnings
- Getting on and Falling Out
- Say no to Bullying
- Going for Goals
- Good to be Me
- Relationships
- Changes

## **9 Monitoring and review**

**9.1** Monitoring of the standards of children's work and of the quality of teaching in PSHE/SEAL is the responsibility of the PSHE subject leader. The PSHE subject leader monitors children's work, wall displays, planning and carries out pupil interviews. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE/SEAL, being informed about current developments in the subject.

**Date Agreed:** AUTUMN 2018

**Date to Review :** AUTUMN 2019