

St Levan Primary School

where all children SHINE-for life

PSHE Policy – January 2017

Our school vision

St Levan Primary School is a small rural school where we promote a family ethos and celebrate individuality. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children can SHINE.

Rationale

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

The DfE has published [supplementary guidance](#) on PSHE education which states that PSHE education is 'an important and necessary part of pupils' education.

'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, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

As part of providing a broad and balanced PSHE and citizenship curriculum, we nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become 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 develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE whole-school approach, which is implemented from nursery through to year 6 based on the Jenny Mosely approach to Circle-Time and Golden Rules (see Positive Behaviour Management Policy).

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty,

introduces them to a wider world and enables them to make an active contribution to their communities.

The aims of personal, social and health education and citizenship are to enable the children to:

- ❖ Know and understand what constitutes a healthy lifestyle
- ❖ Be aware of safety issues including e safety
- ❖ Understand what makes for good relationships with others
- ❖ Have respect for others
- ❖ Be independent and responsible members of the school community
- ❖ Be positive and active members of a democratic society
- ❖ Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- ❖ Develop good relationships with other members of the school and the wider community

Curriculum Planning and Training

Staff at St Levan have received training from Cornwall Healthy Schools including Drug and Alcohol Education, Relationships and Sex Education, Resilience and Self-esteem. The resources and lesson plans are available on the Cornwall Healthy Schools website to supplement cross-curricular planning.

At St Levan Primary School PSHE is delivered within a whole school approach which includes:

- ❖ Discrete curriculum time.
- ❖ Whole-school assembly and class assembly delivery.
- ❖ Teaching PSHE and Citizenship through and in other subjects/curriculum areas.
- ❖ Through PSHE and Citizenship activities and school events.
- ❖ Through pastoral care and guidance: THRIVE

Provision in other subjects/ curriculum areas

Provision for some aspects of PSHE and Citizenship could be made through other subjects including Religious Education (RE).

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum 2014 for primary teachers in England.

- ❖ *English*: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- ❖ *Mathematics*: aspects of financial capability, counting and sharing.
- ❖ *Science*: (including medicines), sex, health, safety and the environment. (See Relationships and Sex Education Policy)
- ❖ *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- ❖ *Information Communication Technology*: communicating with others via e-mail, finding information on the internet and checking its relevance.
- ❖ *History*: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- ❖ *Geography*: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

- ❖ *Art and Design*: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- ❖ *Music*: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- ❖ *Physical Education*: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- ❖ *RE*: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Teaching and Learning

We use a range of teaching and learning approaches. We place an emphasis on the Jenny Mosely approach to Circle-Time which promotes active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote citizenship, eg charity fundraising, the planning of special events such as an assembly or open afternoon, 'growing £5.00', involvement in an activity to help other individuals or groups less fortunate than themselves.

During weekly Circle-Time sessions, all children are able to participate in circle-time discussions. Children are encouraged to sympathise and empathise with the concerns of other children (see Positive Behaviour Policy).

We offer children the opportunity to hear visiting speakers such as health workers, police officers, firefighters, lifeguards. We also invite representatives from the local churches to talk about their roles in creating a positive and supportive local community.

Schools Council – The School Council consists of representatives from each class. They meet on a half-termly basis and play an active role in helping make school decisions. This helps prepare them to play an active role as citizens. As we are such a small school, we are able to hold a weekly whole-school circle-time to address any matters arising and to hear the opinions of all children.

We offer residential trips in Key Stage 2 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. A transition sleepover at school is planned for KS1 children moving into Year 3.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- ❖ Providing healthy, freshly cooked school meals everyday
- ❖ Organising 'Healthy Living' days throughout the year- including food-tasting
- ❖ Family sports day
- ❖ Offering a range of after-school clubs, such as netball, football, multi-skills, hockey, dance clubs
- ❖ Providing fresh fruit daily and free milk for children under five
- ❖ Organising out and about' days in the Early Years Foundation Stage (EYFS)

Assessment, Recording and Reporting

Assessment in PSHE and Citizenship at St Levan Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. 1 broad areas for assessment:

- ❖ Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- ❖ How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes based on the agreed Framework assist the assessment process.

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations and evaluations, or photographs/videos.

In Key Stage 1 and 2, class teachers make use of ongoing observations to assess children's progress in PSHE. The children also self-assess and decide on areas they wish to develop (see Appendix 1)

Monitoring and review

The Headteacher is responsible for monitoring the implementation of this policy and for seeking the views of staff, children and parents. The Headteacher will report to the governing body on the effectiveness of this policy.

This policy was approved by the full governing body in January 2017. It is due for review by January 2020.

Appendix 1

The following has been produced from 'Passport : A framework for personal and social development' (Calouste Gulbenkian Foundation)

Assessing in PSHE

a) Assessing

Assessment is as central to personal and social development as it is to any other learning process. Baseline assessment, with regular reflection on personal experiences, provides information which can be indicative of pupils' progress and achievement.

The central role of self-assessment

The individual's feelings and responses must always be respected. In the past, schools have been reluctant to introduce assessment in PSHE in case pupils are deemed to 'fail as people'. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- pose the questions
- make the judgement in the light of the evidence of his/her current strengths and needs
- reconsider and plan in terms of his/her growth and development.

This will have a positive impact on a pupil's self-awareness and self-esteem.

Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people.

What can be assessed?

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences eg, during the planning of projects or in role-play.
- Personal and social skills, schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.

Who can be involved in assessing skill level and progress?

- Individuals themselves, their peers and teachers.
- Adults from outside school, for example, employers can assess pupils' skills during work experience or when carrying out mock interviews.

b) Recording

Evidence of personal and social learning and development can come from:

- Self-assessment- Checklist / Diary / Display
- Peers /Observation of role-play / Checklist /DVDs /Reflection in pairs or small groups
- The group -Reflection on a group activity
- Teacher –Checklist /Observation of role-play Written records
- Teacher and pupil - One to one reflection based on evidence