

# John Henry Newman Academy



## PSHE Policy

Date agreed:

Review date:

# John Henry Newman Academy

## Rationale

The purpose of the PSHEE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people

## Vision

Personal, Social, Health and Economics (PSHE) Education (PSHEE) enables children to become healthy, independent and 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 doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities.

Through the teaching of PSHE, we also promote British Values by teaching children about:

- The rule of law
- Democracy
- Mutual respect and tolerance
- Individual liberty

The pupils learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet and the risk of online radicalization. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It helps them to identify their values and work to live up to them.

## Aims and objectives

The aims and objectives of learning PSHE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling, which equip them for adult life
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations
- Help children achieve self-discipline and commitment, so that they reach the highest standards of which they are capable
- Encourage children to develop creativity and expression
- Encourage children to take an active and responsible role in their learning

## **What is Personal, Social, Health and Economics Education? (PSHEE)**

PSHEE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

### **Approaches to Teaching and Learning**

At John Henry Newman Academy, we use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities across the curriculum. We encourage the children to take part in a range of practical activities that promote active health education and citizenship.

Children participate in Circle Time activities to give opportunity for the class to discuss and share experiences in a safe atmosphere of trust and confidentiality. There are guidelines for staff on confidentiality and the handling of controversial and sensitive issues.

The school offers the opportunity for children to hear outside visiting speakers, whom we invite into school to talk about their role in creating a positive and supportive local community.

### **PSHEE Curriculum Planning**

We teach PSHE in a variety of ways. Each class will have some direct teaching time, but much more of the work is ongoing throughout the day and encompassed in other areas of work.

PSHEE is happening at all times throughout the school day.

The personal and social development of young people is the responsibility of all members of the school staff. Every member of staff is regarded as delivering aspects of the PSHEE curriculum, including teachers, teaching assistants, midday staff and administrative staff.

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities (e.g. off site visits and school celebrations)

### **PSHEE in the Early Years and Foundation Stage**

PSHE is referred to as PSED (Personal, Social and Emotional Development)

It is a Prime Area in the EYFS curriculum. The aspects include:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

It is also covered through the Prime Area PD (Physical Development).

This aspect covers:

- Health and self-care

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.

### **PSHE in Key Stage 1 and Key Stage 2**

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. 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. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1.

We aim to cover the following core themes as set out in the 2017 PSHE Association Programme of Study:

#### **Core Theme 1: Health and wellbeing**

- What is meant by a healthy lifestyle?
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

#### **Core Theme 2: Relationships**

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships, including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

#### **Core Theme 3: Living in the wider world - Economic wellbeing and being a responsible citizen**

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment

- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

Where not directly taught as a discrete subject, PSHE is taught in the following cross-curricular areas:

- Literacy - enquiry/communication skills; stories illustrating aspects of PSHE (myths and fables); persuasive writing; letter writing (complaint)
- Numeracy - aspects of financial capability; probability; problem solving
- Science - drugs/medicines; healthy lifestyles; safety issues and care of the environment.
- Design and technology - health and safety; healthy eating; accounting for people's needs; generating ideas; use of technology
- ICT - communication using the Internet, checking for appropriateness/relevance of sources, use/misuse of ICT
- History - use of resources; reasons for/results of historical events; situations and changes within societies; significant people, events, ideas and experiences from the past
- Geography - environmental issues; land use; locality studies; comparing localities
- Art - reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures
- P.E. - health and safety; development of social and personal skills through team/individual activities; games and sports
- Music - fully realising musical abilities; valuing the expression of cultural diversity
- RE - moral beliefs, values and practices that underpin and influence personal and social issues and relationships

### **PSHE in the wider school context**

At John Henry Newman Academy, we believe that the effective teaching of PSHE will show in the attitudes and behaviour of our pupils towards each other and in the way they conduct themselves both at school and when we are off site.

Throughout the school year, events and activities enhance aspects of PSHE as follows:

- The School Council meets on a regular basis to discuss and resolve issues identified by the children. Each class elects a representative at the beginning of the academic year. Each council member wears a school council badge. The council members hold regular meetings with their class to discuss any issues for forthcoming school council meetings
- We involve the pupils in a variety of charity and fundraising events e.g. Raising for school, Children in Need and Poppy Appeal
- We celebrate the different festivals that reflect the range of our children's home backgrounds
- Children take part in a variety of national events e.g. World Book Day and Anti-bullying Week
- There are a variety of nurture intervention groups which enable children to interact and communicate appropriately, and supports and develops self-confidence. E.g. art therapy and forest school.

### **Working with parents and families**

- Parents are consulted about their views of the school using questionnaires and informal conversations before and after school
- The school operates an "open-door" policy at all times, with the head teacher available either immediately or by appointment
- Parents are encouraged to help / work within our school, such as lunchtime supervisor roles, changing books and listening to children read
- The school hall is used for soft play each Thursday for parents to bring their toddlers along and socialise with others
- Parents are kept up to date with events of the school through the school website and Facebook page
- Home School Academy Link Workers work with parents to give support and guidance, where needed
- A variety of after-school clubs are provided e.g. football, basketball, butterfly club etc.
- School visits are conducted during the summer term, for children entering school in September and leaving for secondary school
- There are regular events for parents and families to attend, such as MacMillan Coffee mornings, school fairs and family fun nights e.g. bingo night

### **Differentiation for SEN and Able Children**

Throughout their school career, children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support, depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

### **Equality of Opportunities**

Discrimination is challenged whenever it arises, whether it is on the grounds of race, gender, class, disability or religion.

There is a need to examine all our practices to ensure that they promote equality of opportunity, as it is not always apparent that discrimination is present.

In order to encourage each pupil to fulfil his or her physical, aesthetic, intellectual and social potential the school will:

- Show that cultural, linguistic, and religious diversity is appreciated and valued
- Make clear our position against the use of racist and sexist language or behaviour by any pupils, staff or visitors.

### **Assessment and Recording**

The personal nature of PSHE education means that we do not formally assess pupils, however there are opportunities for pupils to reflect on their progress. It is inappropriate to assess pupil's values.

Teachers assess the children's work in PSHE by:

- Observing paired, group and class discussions during lessons
- Marking children's work
- Discussion with individual pupils

We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage. We record the pupil's achievements to parents at Parent's evenings and on end of year reports.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-coordinator to identify pupils' progress which is well above or below that which is expected.

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