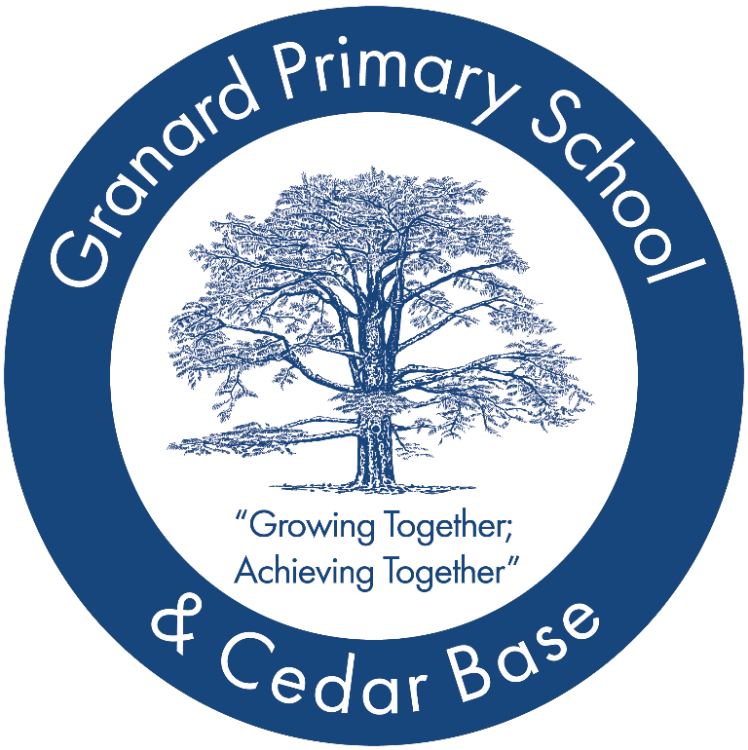
Granard Primary School



PSHE Policy

October 2023

Review Due: October 2026

Aims

Granard Primary School aims to develop independent learning attitudes and achieve high levels of progress so that our children develop to their full potential. In order to achieve this, the children need to develop personal and social skills and understanding to complement their learning. They need to feel part of a safe and secure environment where they are valued, safe and happy and it is only then that they will achieve their full potential.

We aim to provide an ongoing programme of PSHE, which enables our pupils to develop the necessary knowledge, skills, attitudes and values to make informed aware decisions in their life in order that they can become thoughtful, responsible citizens of the future.

At Granard Primary School we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

Children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

We aim to:

- provide an approach to PSHE, which develops from Nursery to Year 6 and provides a foundation for further work at secondary level
- build on our pupils' existing knowledge and foster an understanding of exactly what our children already know
- contribute to the requirement of the Education Reform Act 1988 by promoting the spiritual, moral, cultural, mental and physical development of our pupils

The overarching aim for our PSHE education is to provide pupils with:

- accurate and relevant knowledge
- skills and understanding they need to lead healthy, safe, fulfilling, independent, responsible and balanced lives
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- promotes the spiritual, moral, cultural, mental and physical development of our children and of society
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life
- provides information about keeping healthy and safe, emotionally and physically
- encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment

Living in the Wider World:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

What is PSHE?

PSHE education is a planned programme of learning though which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes children need to thrive as individuals, family members and members of society *(PSHE Association 2017).*

PSHE education in the National Curriculum Section 2.5 of the National Curriculum framework states that all schools should make provision for PSHE.

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We will use the statutory content within the National Curriculum and from other statutory guidance on: drugs education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Computing Policy and E-safety Policy
- Confidentiality Policy
- Drugs Education Policy
- Equality Policy
- Health and Safety Policy
- RE Policy
- RSE policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

At Granard it involves:

- Personal and Social Development
- Drugs Education
- Health Education
- Relationship and Sex Education
- Behaviour Management
- School Council
- Online Safety and Anti-Bullying

PSHE provides the ideal opportunity for adults and children to counteract stereotypes through class and group discussions, groupings, the selection of books and resources and through sharing the children's own experiences. Resources are carefully selected.

Responsibility for PSHE at Granard

Overall responsibility for PSHE at Granard lies with the PSHE Leader and the Headteacher. However, PSHE underpins everything that we do at Granard including other curriculum areas, playtime, lunchtime, collective worship and general day-to-day activities. We, therefore, expect all staff employed by the school, in whatever their role, to play a part in ensuring that our caring ethos and high expectations are maintained at all times.

Our Objectives

We aim to provide opportunities through a programme of study, which enable our pupils to develop the self-awareness, positive self-esteem and confidence to:

- Have a healthy balanced lifestyle
- How to manage risk and change
- Understanding of resilience and power
- A respect of diversity
- Understand equality including protected characteristics
- How to manage relationships
- A sense of identity

This will help the children to:

- Value their achievements
- Deal with risk and meet the challenges of life now and in the future
- Identify their values and strive to live up to them

Inclusion

At Granard Primary School, we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school Curriculum Policy to provide a broad and balanced education for all children. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to differing needs. Activities challenge our most able children to formulate personal views based on evidence they research and discuss.

Provision made for Children with Particular Needs

- Nurture Support for children. Children have planned slots where they access their learning in addition to developing their social skills, understanding their emotions and anger management – with adult support and peer role-modelling.
- Therapeutic counselling for children. There are a range of services on offer to children; referral drop-in service where children can share their worries and concerns.
- Open door policy and regular contact with parents working in partnership with the school.
- Child-led IPPs.
- Parent Support Group for children with SEN.
- Trusting relationships with the Senior Leadership Team and other members of staff, enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.
- Learning Mentors.
- EAL – Referral to individualised plans and support from EAL TA.

It will help Granard to:
- Relate positively to the local community
- Raise standards of achievement by creating children who are more secure, motivated, confident and independent learners
- Help promote equal opportunities for all
- Improve the health of our children through links with the *National Healthy School Standard*

Society will gain:
- Healthier and more active children
- Children who are confident that they can participate in community affairs

This will help the children to:
- know and understand what constitutes a healthy lifestyle
- know how to maintain physical, mental and emotional health and wellbeing
- be aware of safety issues, including how to respond in an emergency
- know how to manage change, including puberty, transition and loss
- develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- know how to recognise and manage emotions within a range of relationships
- know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- know how to respect equality and diversity in relationships

It will help Granard children to:
- know the importance of responsible behaviours and actions
- be responsible and independent members of the school community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- have a basic understanding of enterprise

Society will gain: children who are living in the wider world can:
- be positive and active members of a democratic society
- know about the importance of respecting and protecting the environment
- develop good relationships with other members of the school and the wider community
- know about where money comes from, keeping it safe and the importance of managing it effectively

Our Approach to Personal, Social and Health Education

PSHE is taught through a variety of forms of provision used in combination at different times:

- Discrete curriculum time. This approach has the advantage of enabling clear planning for identifiable provision and easer monitoring
- One lesson per week, including PATHS, RSE, DATE, E-Safety and Anti-Bullying
- Teaching PSHE through other subjects/curriculum areas
- Through PSHE activities including whole school events
- Whole school events

Discrete Provision

This includes separately planned curriculum time when specific themes are taught. This approach has the advantage of enabling clear planning for identifiable provision and easier monitoring.

Early Years

At Foundation Stage, Personal and Social Development is planned for on a daily basis and draws on child initiated activities and needs. Staff track which objectives are focused on each week and aim to ensure that all of the Foundation Stage Curriculum objectives are covered at least once in a year. Many of them are revisited again and again in response to the needs of the children. Reception children are introduced to the PATHS programme.

KS1 and KS2

Areas taught by each year group are:

- Teachers will use PATHS – Weekly
- Anti-Bullying – Schemes of Work – Autumn term
- Christopher Winter – Reception to Year 6 – DATE (Drugs, Alcohol and Tobacco Education)
  Reception to Year 6 – RSE

Provision through other Subjects/Curriculum Areas

Provision for some aspects of PSHE is made through other subjects.
(PSHE Programme of Study: PSHE Association 2017)

- English – skills in enquiry and communication; stories that illustrate aspects of personal and social development; debate.
- Maths – aspects of financial capability; counting and sharing.
- Science – drugs (including medicines); sex; health; safety and the environment.
- Design and Technology – health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology.
- ICT – communicating with others via email/social media; finding information on the internet and checking its relevance.
- History – use of sources; reasons for and the 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.
- PE – 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.
- Charity/good causes – one per term.

PSHE Activities

At Granard we address PSHE issues all of the time. We believe in the importance of tackling issues when they arise and our ethos is driven by our high expectations of pupils at all times. Children are encouraged to discuss their feelings, celebrate their achievements, take responsibilities, set themselves targets, listen to others, contribute and collaborate in groups, make decisions and respect each other. In 2017 the children and staff agreed on a PSHE Code of Practice (See Appendix 1) which lists the ongoing activities and expectations, which ensure that PSHE underlies everything that we do.

In addition to the Code of Practice we also have:

- Class assemblies.
- Weekly achievement assemblies.
- House Captains.
- Weekly newsletters to parents where achievements are celebrated.
- Learning Mentors.
- School Council meetings, which take place half termly.

School Events

Opportunities also arise for children to plan and work together under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. These may include:

- School journeys
- School visits
- Bedtime stories
- Sports events
- Whole school celebrations
- Cake sales/fairs etc.
- Whole school productions
- Charity events

Teaching and Learning

All members of staff will teach PSHE as appropriate in their year group. Delivery may be through any of the following approaches:

- Topics
- Science Lessons
- Visitors into School e.g. Police and school nurse
- Theatre in Education
- Story time
- Circle time
- Drama
- Draw and Write
- Junior Citizenship
- Road Safety

A variety of methods are used in order to cater for individual learning styles. The role of the teacher is often to be an effective facilitator – being supportive, providing knowledge, acknowledging the value of the pupils' experiences and contributions. Methods involve children's full participation in fact finding, discussion and

role-play. We encourage all teaching approaches to encourage active learning where the children can explore their own and each others' feelings, views, experiences, attitudes and values.

Planning

Class teachers are responsible for planning. Teachers use their professional judgment to adapt the Schemes of Work to be accessible and appropriate for their class and individuals. All planning should have clear learning outcomes and incorporate time for reflection on personal and social learning. Circle times are not always planned in advance but may occur in response to an incident.

Organisation and Management

When sensitive issues are being addressed we would encourage all teachers to give careful thought to:

- Arranging the room
- Setting a positive climate
- Setting the ground rules
- Managing discussion

Use of Visitors

Wherever possible, the class teacher will deliver PSHE in order to take advantage of the trust and openness, which results from the teacher-pupil relationship. The Police, the school nurse or other professionals will be used to support the programme as necessary. The Headteacher will make the final decision as to the appropriateness of visitors.

Parental Involvement

We are committed to working in partnership with parents. We believe the PSHE should complement the personal and social development of children provided at home. We often consult parents on issues relating to PSHE, particularly the more sensitive ones such as RSE and drugs education. This ensures that we can help to develop a better understanding between home and school and reinforce key points of learning. We also have a Home School Agreement, which allows our parents to become more involved in the life of the school.

Community Involvement

We are currently developing broader links with community partners in order to develop our provision of PSHE. We already have a close relationship with the local police, local allotments, TFL, Recycling Centre, Magistrate's Court.

Assessment, Recording and Reporting

In PSHE there are three types of assessment:
1. Baseline - children's knowledge before a topic
2. During a topic – building on from Baseline
3. How well children can use their knowledge and understanding in developing skills and attitudes, for example participating in discussions, managing conflict and making decisions.

By clearly defining our learning outcomes we make judgments on who has/has not achieved the desired outcomes, but it is important that assessment does not imply failure as a person or a citizen – merely that we need to revisit objectives with some children. We recognise children's achievements in PSHE within our behaviour strategy and celebrate these in achievement assemblies.

Through the 6Rs children's progress in PSHE is reported to parents in termly open evenings and it is also recorded in writing in the annual report that they receive.

Monitoring and Evaluation

The following strategies for monitoring and evaluation are used:
- Planning is reviewed to ensure lessons are planned, learning outcomes are identified, work matches the children's needs and that plans are evaluated.
- Classroom observations are carried out in order to ensure compliance with the Code of Practice.
- If necessary, the PSHE Leader will plan specific sessions with class teachers and, if required, team-teach. This will facilitate regular discussions about children's learning and progress.
- At the end of specific projects such as DATE or E-safety children will be asked to evaluate the programme and their learning and suggest ideas for change and development.

Reviewed: October 2023

Review Due: October 2026

Approved by: PSHE Leader: ……

Name: …….

Headteacher: ……

Name: …….. Date: ……

APPENDIX 1

PSHE Code of Practice

* Co-operative group work will take part at least once a half term.
* All children will be encouraged to make positive comments about each other and their work.
* Every child will be given opportunity to express their opinion.
* Every child will have their birthday recognised in class.
* Every child will be given special responsibilities at some time throughout the year.
* Every child will be encouraged to be responsible for their own actions and their effects on others.
* Every child will have at least one piece of named work displayed every year.
* Every child will be encouraged to take responsibility for their own possessions and the classroom.
* Every child will be encouraged to take responsibility for their own learning.
* Every child will be encouraged to manage their own problems and deal with situations assertively but sensibly, in line with the school's Behaviour Policy.
* Every child must adhere to class and school rules and will be encouraged to understand what is right and wrong.
* Every child will be encouraged to follow a healthy lifestyle.
* Every child will be rewarded for good work on behaviour at least once a year.[1]
* Every class will have a timetable on display and make the children aware of the class routine.
* Every class will devise and display a Rights and Responsibilities chart at the beginning of the academic year. (In Nursery this will take place during the spring or summer term once all children are settled in).
* Every class will award 6R Certificates, House points and implement the Silver, Gold and Platinum merit system.
* Where possible, the school will support any community initiatives.
* Every adult will do their best to provide time to listen to children on a 1:1 basis when necessary.
* A worry box is established in every class.
* Every adult will promote a positive attitude to individual differences through discussion, circle time, stories, assemblies and visitors.

[1] Children demonstrating severe behaviour may be rewarded individually and are exempt from this (see Behaviour Policy)