



# PSHE Policy

## PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **September 2016**

A handwritten signature in black ink, appearing to read 'M. Read', is positioned above the printed name of the Chair of Governors.

Chair of Governors:

Dr Matthew Read

Date for review: **September 2019**

# PSHE Education Policy

**Name of school:** Preston CE VC Primary School

**Date of policy:** September 2016

**Member of staff responsible:** Georgina Rich

**Designated governor:**

**Review date:**

## 1. Context

Preston Primary is a smaller than average-sized primary school with 116 pupils on role taught across five classes. The school is located in the village of Tasburgh and although the majority of pupils live in the village, an increasing number of pupils come from surrounding villages too. The vast majority of pupils are White British. The proportion of disabled pupils and those who have special educational needs who are receiving school support is below average. The proportion of those who have a statement of special educational needs or an education, health and care plan is also below average.

## 2. Policy and the process for development

This policy is a working document that provides guidance and information on all aspects of PSHE Education and aims to provide a secure framework within which staff can work.

The consultation process includes the following:

- Pupil Support (Governors)
- Staff
- Pupils – School Council
- Parents

## 3. Local and national guidance

PSHE education in this school is delivered in line with local and national guidance

- PSHE Education Guidance May 2010, DCSF

- PSHE Education and Citizenship, guidance for schools working with external contributors, Norfolk county Council

#### **4. Links to other policies**

This policy is linked to the following policies:

- Sex and Relationships Education (SRE)
- Safeguarding
- Drug Education and Alcohol
- Teaching and learning
- Assessment
- Anti-bullying
- Food
- Equalities scheme

#### **5. Mission statement**

Preston Primary School recognises that effective PSHE education can have a highly beneficial impact on students' physical, spiritual and emotional wellbeing and believes it to be an essential part of a holistic education.

Preston Primary School values PSHE education as an important part of the primary curriculum. To maintain this, staff are regularly trained in aspects of PSHE education and appropriate time is given to the subject lead in order to direct, monitor and evaluate PSHE education.

#### **6. Aims and objectives**

**PSHE Education taught in this school aims to support pupils to:**

- Embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.
- Recognise, develop and communicate their qualities, skills and attitudes - building knowledge, confidence and self-esteem and make the most of their abilities.
- Develop the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- Understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity through their learning and experiences inside and outside school.

- Develop as questioning and informed consumers and learn to manage their money and finances effectively.
- Forging and maintaining relationships with peers (social) and families, outside school
- Provide a forum for discussion where misconceptions are addressed.
- Understand issues that arise within school such as bereavement, family break-up and the impact of migration.
- Welcome new children and families to the community.

## 7. The PSHE Education curriculum

### **Provision:**

At Preston Primary School, PSHE Education is delivered within a whole school approach which includes:

- Discrete curriculum time
- Circle time
- Discussions of behaviour and choices – ‘Right Choice’ reward system
- Planned and unplanned opportunities across the whole school curriculum
- Whole school and extended timetabled activities
- Specific projects
- Involvement in the life of the school and wider community
- Pastoral care and guidance
- SEAL
- The Values for Life
- The Index for Inclusion
- Healthy Norfolk schools
- Class and whole school assemblies
- The School Council and their work with their class
- Reflection Books

### **Approaches to teaching and learning:**

Effective teaching and learning in PSHE education is synonymous with effective teaching across the whole curriculum. Teachers of PSHE education in this school understand the core concepts of the PSHE education curriculum and this underpins pupils’ learning. Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a range of active learning methods that allow pupils to explore issues through school and community involvement in a way that is challenging and relevant to their lives. Effective teaching and learning methods used at Preston Primary School include:

- Clear learning objectives for each lesson

- Making children feel secure in offering their opinions and in asking questions
- Planned and unplanned opportunities within curriculum sessions
- Philosophy
- The use of ICT
- Music
- Setting ground rules
- Information gathering and sharing
- Problem solving
- Working with feelings and imagination
- Reflection, review and imagination – adult or child initiated
- Circle time
- Discussion and debate
- Working with external agencies
- A range of active learning activities
- Role-play

## **8. Assessment, recording and reporting**

- The principles of assessment for learning underpin our policy and practice.
- Outcomes of assessment are used to inform future planning
- Evidence for assessment is gathered in a variety of ways:
  - Work sampling
  - Discussions
  - Transcripts and recordings
  - Role plays
  - Observations
  - Personal comments on end of year reports
  - Staff conversations – formal and informal
  - EYFS curriculum - PSED
  - The Index for Inclusion
- PSHE education is reported on in the same way as other subjects and parents/carers are informed of topics covered, skills developed and progress achieved.

## **9. Role of the PSHE education co-ordinator**

The co-ordinator is responsible for:

- Policy development
- Curriculum planning
- Monitoring teaching and learning
- Transition – for Year R and Year 6
- External agencies
- Training and support
- Monitoring and evaluation and feedback from parents/carers, staff and pupils

## **10. Inclusion**

Preston Primary School is committed to the provision of quality PSHE education for all pupils. Equal time and provision is allocated to all pupils with the exception of those with special educational needs, who will be given extra support.

The PSHE education programme is fully inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, race, ethnicity, religion, language, social background, culture, appearance, sexuality, disability and family set up.

## **11. Controversial and sensitive issues**

Sensitive and controversial issues are certain to arise in learning from real life experiences. These issues are dealt with in both a planned and reactive way to help pupils:

- Develop a discerning eye for information presented in the media
- Develop the ability to put news reports of an extreme nature in perspective
- Develop their own individual moral framework that will guide their decisions, judgements and actions
- Show sensitivity and empathy for others
- Become skilled in challenging their own and others' viewpoints
- Be equipped to deal with these issues when faced with them

## **12. Confidentiality**

PSHE education may bring about disclosures of a safeguarding nature and all staff are familiar with the procedures for reporting their concerns. In these cases, the school safeguarding policy must be referred to.

As a general rule, a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that a pupil is at risk or in danger, he or she talks to the named child protection officer who may or may not confer with the Headteacher before any decision is made. Pupils are also made aware of national and local helplines if appropriate.

## **13. Working with external agencies**

Our policy for working with external agencies and speakers in the delivery of some aspects of PSHE is in line with Norfolk County Council's policy '*PSHE Education and Citizenship, guidance for schools working with external contributors*'. These include:

- Crucial Crew – the fire service, the police service, Jigsaw, St. John's Ambulance and lifeguards
- NCC Road Safety Officers
- Cycling Proficiency
- Swimming – water safety, beach safety, etc
- NSPCC
- Barnardos
- High Schools
- The Dog's Trust
- Tesco
- South Norfolk Council Enterprise
- Community projects
- The Church

## **14. Dissemination of policy**

All teachers and governors receive a copy of this policy. Training is regularly delivered to staff on aspects of the policy content. A copy is given to parents/carers on request and it is also available to view on the school website.