

NORTH PETHERTON
COMMUNITY PRIMARY
SCHOOL

PSHE POLICY

POLICY DRAWN UP BY EMILIE MONGARÉ AND EMILY FROST
JANUARY 2020

North Petherton Community Primary School is located in a large village between Bridgwater and Taunton in Somerset for girls and boys aged 4-11. Children come from both single and dual parent families. There is a wide social mix and varied family backgrounds. The school has an active FOPS, which involves itself mostly in fundraising and supporting the teachers.

Rationale

The importance of Personal Social and Health Education and Citizenship

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Framework for PSHE

Aims:

PSHE education at North Petherton Community Primary School aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;

- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- 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.

The Framework for Citizenship

The knowledge, skills and understanding to be taught in 3 core themes:

1. Relationships
2. Health and Wellbeing
3. Living in the Wider World

PSHE Curriculum

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our core values of **independence**, **collaboration** and **creativity**. The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study.

- *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.
- *Design & Technology*: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *Computing*: 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.

PSHE Activities and School Events

Vicars assembly, Celebration assembly, Singing assembly, residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council.
- Drama and role-play.

Assessing, recording and reporting PSHE

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.

It is important that learning PSHE education is seen as developmental and not as succeeding or failing- this is due to the very personal nature of the content. All children should feel they are succeeding in PSHE education, whatever their starting or ending point within a unit of work.

In PSHE there are two 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.

At North Petherton Community Primary School we will use pre and post assessments. For each unit there is a specially designed pre and post-unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling monitoring of progress, record key points and identify areas for further development.

Role of PSHE Co-Ordinator

The Co-Ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement

- attend relevant LEA courses and network meetings
- order and monitor resources.

Other documentation to go alongside this framework is:

School polices for:

- Sex and relationship education
- Drugs education
- Equal opportunities
- Behaviour
- Discipline
- Religious Education
- Child protection
- Special Educational Needs
- Food in school
- Confidentiality
- Health and Safety
- PE
- Assessment, reporting and recording

Dissemination and Professional Development

It is the responsibility of the PSHE coordinator in consultation with staff, parents and the Governors.

This policy will be reviewed annually.

January 2024

Emily Mongaré
Emily Frost



