

Newton Westpark Primary School



## **PSHE Policy**

Date: October 2017.

Next Policy review: October 2018.

## Every Child Matters

We are committed to the outcomes of Every Child Matters and all our policies are focused on the five outcomes for children. We want our children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Have economic awareness

### **Description of school**

Newton Westpark Primary School is a small primary school for girls and boys aged 4-11. Children come from both single and dual parent families. The school is set in an area identified through IDACI and ACORN as being in an area of high social deprivation. Over 60% of children are eligible for free school meals (ever 6).

There is a higher than average number of children with special needs.

### Aims of National Curriculum

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

### Rationale

Personal, Social and Health Education (PSHE) helps 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.

## **PSHE Curriculum**

The PSHE Association recommend that the curriculum is based on three 'core themes' within which there will be overlap and flexibility.

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

## **Forms of Curriculum Provision**

PSHE cannot always be confined to specific timetabled time.

At Newton Westpark Primary School PSHE is delivered within a whole school approach which includes:

- Discrete curriculum time and reinforced through SEAL assemblies, SEAL time in class and R time in class.
- Teaching PSHE through and in other subjects/curriculum areas such as Science- healthy eating.
- Through PSHE activities and school events.
- Through pastoral care and guidance. Nurture groups for designated children and key workers to support and guide identified 'vulnerable' children.

## **Health Promoting Schools Award (the National Healthy School Standard)**

At Newton Westpark Primary School we recognise the Health Promoting Schools Award as an effective vehicle to promote PSHE which offers an integrated whole school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

Newton Westpark Primary School is working with local partners and agencies, including the PSHE team, the Life Caravan, the SSCO, the School Nurse and HH Kids to develop PSHE, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

## **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit or work. All teachers are encouraged to develop a repertoire of the 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 (preparatory activities)
- Drama and role play

### **Assessment, Recording and Reporting**

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.

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

Children receiving additional support through Nurture Groups are also assessed using the Boxall Profiles to help indicate areas of achievement and areas for future development.

### **Role of PSHE Leader**

The leader 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 to the annual cycle of school improvement
- Attend relevant LEA courses and network meetings
- Order and monitor resources

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE leader concerned.

### **Resources**

A wide variety of resources are stored in school. This sets out what is to be taught in each year group to ensure breadth of study and continuity throughout the school.

### **Use of visitors**

At Newton Westpark Primary School all community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.

- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LEA
- Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed

#### **Other related policies**

All subject policies should indicate their contribution to PSHE in school.

- Sex and Relationship Education
- Drug Education
- Child Protection
- Equal Opportunities
- Cultural Diversity
- Inclusion
- Behaviour Policy
- Health and Safety
- Assessment, recording and reporting
- Special Educational Needs
- Bullying

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