

Palace Wood Primary School

PHSE Policy



Written by	Claire Gower
Date for Review	Spring 2021
Signed – Headteacher	

This policy has been impact assessed by Claire Gower in order to ensure that it does not have an adverse effect on race, gender or disability equality

PERSONAL, SOCIAL, HEALTH & CITIZEN DEVELOPMENT POLICY

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PERSONAL, SOCIAL, HEALTH & CITIZENSHIP DEVELOPMENT POLICY

Rationale

Personal, Social, Health Economic Development is central to the educational entitlement of all pupils and, as a cross-curricular dimension, permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably, P.E. and Health and a number of cross-curricular themes. It is an integral part of the whole curriculum, and is not seen as a separate subject.

It is noted that the FS Curriculum is presented under different headings and is dealt with accordingly.

Ethos

The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's ethos, its aims, attitudes and values. All contribute to the personal and social development of the pupils in school.

The school environment is clean, safe, healthy and stimulating. Classroom and corridor walls display the pupil's work and the playground games are provided to encourage friendly activity during lunch breaks.

Staff and pupils endeavour to have a safe, happy environment with well-adjusted, happy pupils who take a pride in themselves, their school and their community. We actively support Citizenship throughout the school and encourage involvement with the local community.

The school provides opportunities for parents, the community and outside agencies to contribute to the personal and social development of the pupils through active involvement in the life and philosophy of the school.

Aims

We aim to provide a PSHCE programme that:

- ❖ Equips each pupil with a range of personal and interpersonal skills, which will help them develop effective communication in school and beyond.
- ❖ Teaches a range of strategies, which will help in situations where problems and difficulties have to be faced.
- ❖ Develops a positive ethos and effective learning strategies, which promotes the all round development of the child.
- ❖ Enhances the pupils' self-esteem and encourages self respect
- ❖ Encourages respect for others who may have a different religion, ethnic or cultural background
- ❖ Encourages pupils to develop their independence through becoming responsible for their own behaviour thus achieving self-discipline and self-control.
- ❖ Develops interpersonal skills, which promotes co-operation with others in school and the wider community
- ❖ develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- ❖

- ❖ to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
 - ❖ 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.

Curriculum Organisation

- * Issues relating to PSHE are taught within other subject areas, through class assemblies and as part of cross-curricular projects: Science, Geography, RE, English and History.
- * PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- * Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
- * Pupils are encouraged to take part in school assemblies, engage with the School Council and express their opinions.

Learning and Teaching

In planning the PSHE curriculum staff provide:

- ❖ A clear, consistent framework of values based on our school aims which are agreed by all
- ❖ Supportive relationships between teacher and child, child and child
- ❖ Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, educational visits.

All staff encourage positive approaches to behaviour and our Promoting Positive Behaviour, Multi-Cultural and Anti-Racist and Anti-Bullying policies reflect this. PSHE can be taught through whole school contexts, cross curricular links and a variety of class, group and individual activities. We use praise to boost self-esteem and foster co-operation.

(See whole school Learning and Teaching policy)

We provide opportunities for Personal, Social, Health & Economic Development through a variety of initiatives:

- ❖ Award incentives
- ❖ Vehicle of 'Circle Time' and 'Golden Time'
- ❖ Holding of weekly 'Excellence' assemblies
- ❖ Class incentives

- ❖ Individual, peer group, collaborative group work
- ❖ Discussion and stories
- ❖ Role-play/ drama and games
- ❖ Involvement in a range of problem-solving activities
- ❖ Preparation and presentation of tasks for different audiences
- ❖ Positive self/peer assessment
- ❖ Positive marking, with verbal or written comments
- ❖ Visiting speakers
- ❖ Personal writing and Expressive Arts

Citizenship

'Citizenship' is encompassed within PSHE, but there are aspects of Citizenship that merit consideration in their own right.

We hope to promote the knowledge, skills and understanding our pupils need in order to play an effective role in society. Citizenship Education will help them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. Through our activities we encourage our pupils to play a helpful part in the life of our school, our community and our world.

Our aims in Citizenship have three strands:

Community Involvement

Pupils are encouraged to:

- Resolve, discuss and debate topic issues, problems and events.
- Recognise the role of voluntary groups, communities and pressure groups.
- Learn how to become helpfully involved in the life of their community through involvement and service.

Institutional Decision Making

Pupils are taught:

- Why and how rules are made/enforced.
- Why different rules are needed in different situations.
- How to participate in making rules
- What democracy is and basic institutions that supports it.

Social and Moral Responsibility

Pupils are taught to:

- Realise the consequences of anti social and aggressive behaviour such as bullying and racism on individuals and on communities.
- Recognise that values held at home, school and in the community may conflict each other
- Resolve differences by using alternatives, decisions and expressing choices.
- Learn self-confidence.
- Learn about socially and morally responsible behaviour.

Citizenship is promoted throughout the school with cross-curricular activities such as:

- ◆ Coming to a consensus.
- ◆ Respecting people's different views.
- ◆ Decision -making
- ◆ Involvement in a range of problem-solving activities.
- ◆ Circle Time/Golden Time activities.
- ◆ Whole school assemblies on topics such as bullying, playground rules, etc.
- ◆ Developing and expressing own views and relating them to those of other cultures which links also to RE.
- ◆ Understanding and celebrating differences in lifestyles and developing respect and tolerance for others
- ◆ Opportunities to exercise responsibility in School Council, Helping Hands, 'buddying'.

We try at every opportunity to become involved with the community by:

- ◆ Keeping the green field area beside the school litter free.
- ◆ Recycling.
- ◆ Watering and caring from flowering tubs in local area.
- ◆ Singing and performing for a range of audiences (grandparents, prospective parents, preschools, visitors, governors)
- ◆ Involvement in local sports initiatives.
- ◆ Contributing to charitable appeals.

Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our weekly newsletters. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with St Nicolas' Church, local pre school settings, other schools in the immediate and more widespread areas and our local library.

Assembly

Assemblies are largely planned using British Value topics as well as our school values. An assembly rota is written each term and shared with staff.

Assessment and Recording

In Personal and Social Development, progression will not be reported as linear, personal rates of development are not and cannot be standardised. With this in mind, assessment and reporting will take into account of and reflect the pupil's current strengths and development needs. We will ensure that the assessment of

personal and social development is concerned with knowledge and understanding and the ability pupils demonstrate in using the skills which are being learned and practised. The use of self/ peer assessment will be helpful in assessing this area. Pupils will be encouraged to talk about and reflect upon activities and situations in which they have been involved. Learning to use their judgement when considering aspects of this is an important process.

Evidence gathered from a range of sources will form the basis of recording and reporting. Comments made on personal aspects are **not** concerned with making moral judgements. They will aim to help pupils develop a positive self-image by identifying strengths, suggesting areas for development and identifying possible future strategies. Care must be taken to avoid the danger of gender, disability, racial or social class stereotyping.

Concerns and incidences are logged on to SIMS.

Child Protection issues are always referred as a matter of urgency to the any member of the DSL team using green forms and, where needed, immediate conversations.

Monitoring and Review

Monitoring and review will be undertaken under the Quality Assurance procedures undertaken within the school.

Links with other policies

This policy links particularly to the following policies: Teaching & Learning, Confidentiality, Sex and Relationships Education, Drug Education, Child Protection, Behaviour, Anti-bullying.