

AYCLIFFE DRIVE PRIMARY SCHOOL



PSHE Policy

Curriculum Committee

**Updated February 2018
To be reviewed 2021**

Staff Responsible

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This policy covers our school's approach to the teaching and learning within PSHE. It has been produced by the PSHE Leader in consultation with the Headteacher and other members of staff. The policy will be available to parents and carers through the school's website and copies will be available on request.

Aims and Objectives

PSHE teaching at Aycliffe Drive Primary school is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Provision also aims to contribute towards and support children's spiritual, moral, cultural and social development and prepare pupils for the opportunities, responsibilities and experiences of later life.

The overarching aims for PSHE are for pupils to have:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Intended outcomes

PSHE education should help pupils to learn the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. Pupils should understand the key concepts and acquire the skills needed to manage the challenges, opportunities and responsibilities they will face now and in their future.

Key principles and teaching methodology

Teaching within PSHE is based on the PSHE Association Programme of Study with three overlapping and linked core themes; Health and Wellbeing, Relationships, Living in the Wider World. Learning is based around a spiral programme, revisiting these themes across each Key Stage, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. Teaching will also be flexible and will adapt and respond to pupil needs where necessary.

Lessons have clear objectives and outcomes and include a range of teaching strategies to ensure pupil participation and engagement. Children are encouraged to work independently as well as in small groups. Pupil views are gained through class discussion, peer talk and small group work. Different teaching tools are used to help distance the children from the subject being taught eg. puppets, dolls, DVDs, poems, stories and role play. These resources help children to identify with the problem without having to relate their own personal details or experiences. Staff will be given training to develop their knowledge of activities that can help children to develop the skills, attributes and learning they need to deal with different issues.

Assessment

Opportunities for assessment will be included at the start of each topic to assess pupils' existing understanding. This will be used to help to inform planning of future lessons. On-going assessment will be carried out within lessons so teaching is relevant and current to the pupil needs. Assessment activities may include quizzes, draw and write, prioritising a list of statements and answering written or verbal questions.

Staff will be given further training on the use of assessment within PSHE.

The use of visitors in the classroom

Many outside agencies and visitors input into certain areas of the PSHE curriculum. These include the school nurse who teaches sex education in Year 6, the Legal Eagles magistrates group teaching Years 5 and 6 about British law, Childline and drugs awareness groups that also visit Years 5 and 6 and healthy eating initiatives in the Foundation Stage and Key Stage 1.

Monitoring and review

The monitoring and review of lessons, displays and learning will be carried out by the PSHE Leader across each Key Stage over the year. Monitoring activities will include learning walks, lesson observations, meetings with staff, an on-going review of planning, activities and resources and informal and formal discussions with staff.

Creating safe and supportive learning environments

As a school we seek to foster an ethos of trust between staff and pupils. Within PSHE lessons we will create safe and supportive learning environments by having clear ground rules for any discussions. Staff will also be given training on how best to answer and respond to questions.

We will also ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. Children will be made aware that unconditional confidentiality cannot be offered as part of the establishment of ground rules and staff will respond to particular issues, in accordance to the school's child protection, safeguarding and confidentiality policies.

Equality and diversity

As a school we promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring all pupils have access to the same opportunities. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by celebrating positive examples of behaviour, having good role models of behaviour amongst our pupil leaders and by teaching respect for others through whole school assemblies, PSHE lessons and class discussions. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by teaching about difference and similarities and how to listen and respond respectfully.

Links with other curriculum areas and policies

PSHE teaching can link with many different curriculum areas including maths, literacy, RE and Science. Opportunities for cross curricular learning are encouraged and planned for where possible. PSHE can also touch on many sensitive areas of life therefore this policy should also be read in conjunction with the following school policies:

- Child Protection Policy
- Confidentiality Policy
- Attendance Policy
- Drugs Policy
- SRE Policy
- Behaviour Policy

- ICT and eSafety
- Anti-Bullying Policy
- Equal Opportunities Policy,
- Racial Equality Policy
- Safeguarding Against Radicalisation
- Inclusion Policy
- Special Educational Needs Policy

PSHE and key areas of School Life

The PSHE curriculum also supports and inputs into key aspects of school life.

Safeguarding

Many aspects of the curriculum teach learners how to keep themselves safe. Lessons include teaching on how to keep physically and emotionally safe, recognising risk, danger and hazards and learning how to behave responsibly. This includes keeping safe online and internet safety.

Personal Development

Pupils are given opportunities to celebrate and reflect on their successes, strengths and weaknesses. They are also encouraged to set their own goals and meet their own challenges in lessons. Children will also be given increased opportunities to understand the concept of money and how it can be used in their lives.

Welfare

In PSHE children learn more about personal hygiene, living a healthy lifestyle, puberty and managing and learning to talk about feelings and emotions.

British Values

PSHE education helps pupils to consider how to react and respond respectively to the differences and similarities they may have with other children and their families, cultures and communities. Pupils are given opportunities to learn about the rule of law and democracy and how these are mirrored in the whole school and class environment.

SMSC

There are many opportunities for SMSC development across the school. PSHE education contributes to this as pupils are encouraged to reflect on their choices and to learn that all choices can have good and not so good consequences. They also learn about right and wrong, Pupils are encouraged to work collaboratively together, learning to resolve differences peacefully.