

ABINGDON PRIMARY SCHOOL

PSHE POLICY

What is PSHE?

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up in modern Britain. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

Why should it be taught?

Personal, Health and Social Education underpins life at Abingdon Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school Learning Without Limits approach to the curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE reinforces the School Aims:

- A thriving, purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families first, then school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- And that children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

Organisation and Planning

How it will be organised and covered

PSHE will be provided through:

- Discreet Curriculum time every week
- Providing a class council session once every half term to report views to the student council.
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra-curricular activities e.g. health days, Theatre groups, Welcome week, Anti-Bullying events
- Planned learning through structured long and medium term plans.

Teaching Methods and Approaches

In the Foundation Stage, teachers will plan from children's own experiences through the six areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and through Possible Lines of Development in conjunction with the Early Learning Goals.

In KS1 and 2, teachers will plan lessons from the school's long term PSHE plan focusing on The National Curriculum Framework for PSHE. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.

Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.

Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.

Criteria for Resource Allocation

Resources are selected that are:

- age appropriate,
- non-discriminatory and
- in accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff.

Staff Professional Development

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE particularly in relation to issues surrounding the PREVENT agenda and gender stereotypes.

Assessment and Reporting on Learning

In PSHE and Citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Foundation Stage

- Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals are for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

KS1 & KS2

- Assessment is a planned part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

Links with Other Policies

This policy has links to the Health and Safety Policy, Equal Opportunities Policy and Child Protection Policy.

Dissemination

The policy is easily accessible to all staff. Key aspects of this policy will be shared in the Parents Handbook. The policy can also be found on the school website. Pupils learn about the Policy through discussions with teachers and assemblies.

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