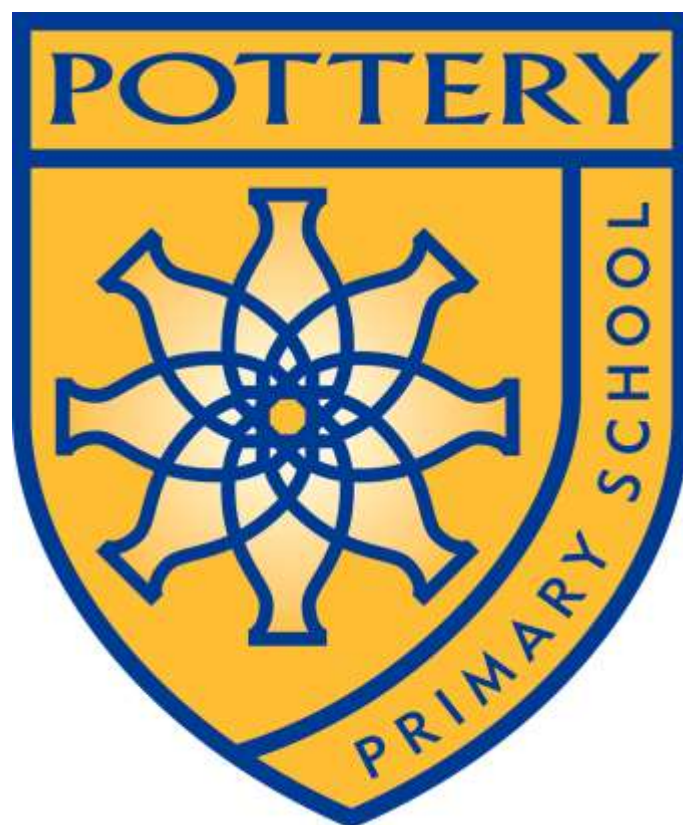


Pottery Primary School PSHE Policy



Introduction

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Pottery Primary School. It is the responsibility of all staff and governors to ensure this policy is understood and implemented.

Policy Statement

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes children need to keep themselves healthy and safe and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a good PHSE programme so that pupils can achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Our PSHE programme is a whole school approach and not restricted to the classroom. Pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community. We are aware that children learn much from the overall ethos of the school, from attitudes of staff and from their relationships.

Aims

The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs (PSHE association). The PSHE planned programme of learning will enable children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Understand and manage their feelings;
- Encourage and support the development of social skills and social awareness;
- Have respect for others
- Be independent and responsible members of the school community

- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop rights, responsibilities and duties as individuals and as members of a community
- Understand how society works and the rights and responsibilities involved.
- Enable children to respect common humanity, diversity and differences

Through PSHE, we aim to teach children about being responsible and promote a sense of achievement in order to enhance self-confidence. PSHE education is guided by the values of:

- honesty;
- kindness;
- trust;
- responsibility;
- friendship;
- self-control;
- empathy;
- respect;
- tolerance

Aims and Objectives

PSHE is seen as an integral part of the curriculum for all pupils. Pottery School will:

- implement a PSHE programme to include Relationship and Sex Education (RSE) and Promoting British Values
- create a safe and hygienic environment

- provide facilities for exercise and leisure
- support the Health Service and other outside agencies in their contribution to pupils' Personal, Social and Health Education

Organisation within the Curriculum

PSHE at Pottery Primary School is generally taught in dedicated PSHE lessons but many of the objectives are covered through other areas of the school's curriculum e.g. RE, science, assemblies, special visitors, whole school enhancement days and the 'hidden curriculum' i.e. attitudes and expectations of behaviour promoted by adults in the school.

Pottery School supports the PSHE programmes of study through specific 'days' of learning, for example: 'Safety Week' and 'Anti-Bullying Week', through the School Council and assemblies which are planned to enhance children's learning through the use of PSHE materials and Global Education themes.

Early Years /Foundation Stage

Children in Reception will follow the PSHE identified within the specific area of learning and through the characteristics of learning. They will undertake activities planned under the Early Learning Goals (ELGs) within a broad based curricular topic. They will also participate in specific dedicated PSHE lessons as part of the 'PSHE Matters' document.

KS1 and KS2

The units have been separated into half term, so each half term has a specific focus. Class teachers may approach the PSHE leader and / or the SENDCO to discuss how to meet the needs of children. 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 learn alongside and 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. References for resources relevant to the value focus are given on the PSHE curriculum.

The PSHE curriculum is based around the Derbyshire County Council's 'PSHE Matters' framework and is implemented on a two year cycle: A Year and B Year.

Overview: Two year long-term plan for mixed aged classes (A year)

	Reception (see RSE reception for teaching ideas)	Year 1 / 2	Year 3/4	Year 5/6
Autumn 1	Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	Bullying Matters	Bullying Matters	Bullying Matters
Autumn 2	Reflect on feelings when a new sibling is born.	Relationships	Relationships	Relationships
Spring 1	Recognise the different stages of life.	Exploring Emotions	Exploring Emotions	Exploring Emotions
Spring 2	Understand that people are part of the cycle of nature.	Difference and Diversity	Difference and Diversity	Difference and Diversity
Summer 1	Identify the people who they love and are special to them.	Being Responsible	Being Responsible	Being Responsible
Summer 2	Explore the feelings they experience with special people. Questions for reflection and assessment linked to all units covered.	Being Healthy	Being Healthy	Being Healthy

Overview: Two year long-term plan for mixed aged classes (B Year).

B year (2020 – 2021) (2022 – 2023) etc.

	Reception	Year 1 / 2	Year 3/4	Year 5/6
Autumn 1	Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	Being Me	Being Me	Being Me
Autumn 2	Reflect on feelings when a new sibling is born.	Growing Up	Growing Up	Growing Up
Spring 1	Recognise the different stages of life.	Being Safe	Being Safe	Being Safe
Spring 2	Understand that people are part of the cycle of nature.	Drug Education	Drug Education	Drug Education
Summer 1	Identify the people who they love and are special to them.	Money Matters	Money Matters	Money Matters
Summer 2	Explore the feelings they experience with special people. Questions for reflection and assessment linked to all units covered	Changes	Changes	Changes

Staff also cover the following aspects that are not explicit in the scheme:

<p><u>Year 1 and 2</u></p> <p>Use living and growing as an additional resource</p> <p>Refer to RSE document for additional material to cover</p>	<p><u>A Year</u></p> <p>N/A</p>	<p><u>B Year</u></p> <p><u>Growing Up</u> : make it explicit that the female gives birth. Discuss how a baby is cared for in the womb</p> <p><u>Being Me</u>: Explore perceptions about stereotypes</p>
<p><u>Year 3 and 4</u></p> <p>Use living and growing as an additional resource</p> <p>Refer to RSE document for additional material to cover</p>	<p><u>Relationships</u>: teach children about peer pressure</p> <p><u>Being responsible</u>: How to care for a new born baby and the impact the change can have on a family</p>	<p><u>Being Me</u>: teach how to develop a positive body image and recognise own strengths and qualities</p> <p><u>Being Safe</u>: teach children about peer pressure</p>
<p><u>Year 5 and 6</u></p> <p>Use living and growing as an additional resource</p> <p>Refer to RSE document for additional material to cover</p>	<p><u>Y6 children</u></p> <ul style="list-style-type: none"> • FGM • How a baby is born • When an adult is ready for parenthood • Understanding that there are ways to avoid pregnancy 	<p><u>Y6 children</u></p> <ul style="list-style-type: none"> • FGM • How a baby is born • When an adult is ready for parenthood • Understanding that there are ways to avoid pregnancy

The units have been separated into half term, so each half term has a specific focus. Personal development or intervention groups may be based around the values listed above and/or behaviour if class teachers deem these to be relevant. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

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 learn alongside and 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. References for resources relevant to the value focus are given on the PSHE curriculum.

Assessment and Record Keeping

Individual assessments are based on the skills ladders for PSHE. It is important for individual teachers to use their professional judgement in assessing pupils' understanding and application of the PSHE components. The work the children do will serve as a record for classes working on each of the units.

In Reception assessments are undertaken against the Early Learning Goals, specifically "Managing Feelings and Behaviour" and "Making Relationships".

Progress in PSHE is reported to parents through incidental and arranged parent meetings.

The Role of the Co-ordinator

At Pottery School the PSHE co-ordinator will:

- ensure consistent approaches throughout the school by monitoring teaching and learning
- discuss PSHE within topics with an individual member of staff or team, or where necessary, discuss issues raised at staff meetings and inset days
- where possible, assist staff in the delivery of an area of PSHE in which they lack confidence
- participate in INSET training and subsequent dissemination of relevant information
- undertake an annual audit of resources and order what is required within the limits of budget
- undertake an annual enquiry into any areas where staff may have concerns or requests
- make an annual bid from school allowance for resources

Special Educational Needs

Teacher's plans will indicate, where and when necessary, how PSHE tasks will be adapted to cater for children with special educational needs. Staff should liaise with the PSHE co-ordinator and / or the SENDCO as appropriate for advice.

Equal Opportunities

Teacher's plans will indicate, where and when necessary, how activities/ investigations are adapted or extended to cater for children of differing abilities. Children may be grouped in such a way that these abilities can be best catered for and this may involve the pupil being taught by another member of staff other than the classroom teacher.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child's sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

Health and Safety

All children are made aware of the relevance to health and safety when undertaking work in Health education. The safe use of equipment and sensitivity to each other as living beings is promoted at all times.

All staff should be aware of, and refer to as appropriate, the school's Health and Safety policy.

Future Developments

- continue to monitor teaching and learning across the school
- continue to support teaching staff with regard to resources and delivery of planned lessons

Review

This policy will be reviewed regularly. Any amendments will be presented to the Governing Body.

M. Kanigowski (PSHE Co-ordinator)

March 2020