

Personal, social and health education policy (including citizenship)

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of personal, social and health education to the curriculum

Personal, social and health education (PSHE) enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The aims of personal, social and health education and how these contribute to the school's aims

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

Citizenship

The incorporation of citizenship in PSHE at Key Stages 1 and 2 allows for an integrated approach to the major themes of citizenship. These are: Rules, Communities, Conflict, Making Choices and Responsibility.

Examples are:

What is expected of me in the family, school and the wider world?

What do I need to know about the systems in place for the running of that world?

Strategy for implementation

Entitlement and curriculum provision

Across the school 2.5 per cent of curriculum time is allocated to PSHE. This amounts to about 20 hours at Key Stage 1 and 22 hours at Key Stage 2 per year.

Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both key stages.

Teaching and Learning

Teaching and learning styles

Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

The curriculum

A programme for PSHE across the whole school is in place and shows what, where and how each area of the personal, social and health education curriculum is covered. Built into this programme time is allowed for dealing with issues and matters that arise in the course of discussion and from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved.

Assessment and recording

For all pupils teachers maintain a termly record of developments in the pupils' progress in their personal and social development in the class record book provided for that purpose. A brief entry is made for each pupil each term. Notable contributions to other individuals and the class, and significant progress in personal and social development are recorded.

In Reception and Year 1 teachers' comments refer to the pupils' progress in relation to their baseline assessment in personal and social development.

In Years 1 – 6 teachers' comments refer to comments made in the previous annual report to parents.

In all years, teachers' comments refer to progress made in relation to any individual personal and social development targets set.

For pupils on the SEN register, teachers' comments refer to progress made on agreed targets in relation to IEPs that refer to personal and social development.

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day.

All teachers, learning support assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-ordinator to identify pupils' progress which is well above or below that which is expected.

At Key Stage 1 pupils record their progress through completing simple tasks where they respond to activities they have undertaken. These tasks may require them to draw, illustrate or discuss something. At Key Stage 2 pupils keep their own diaries. Time is set aside in the PSHE programme for pupils to record their responses. These are planned in the programme and are in the form of drawings, illustrations, discussions, short pieces of writing, including letters and personal diary accounts and questionnaires.

The teachers' analyses of Key Stage 1 tasks and the Key Stage 2 diaries are used in completing the termly record, the annual report and discussion with parents.

Healthy Schools Award Scheme

This school is working towards the Healthy Schools Award Scheme. This is used to assess the health of the whole child and the whole school within the context of the wider community.

Continuity and progression

There is a clear programme of planned activities that covers personal, social and health education across the school. This programme is in addition to what pupils learn from the curriculum for the under fives, in subjects of the National Curriculum and religious education.

The aims of the school include a clear statement referring directly to personal, social and health education within the school community.

The programme ensures that some themes are re-visited frequently: for example, friendship patterns and responsibility, growing and changing, and caring for others.

Inclusion

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

Organisation

PSHE themes are covered in subjects across the curriculum, collective worship themes, and in dedicated PSHE time.

In the Foundation Stage and at Key Stage 1 pupils undertake the majority of PSHE activities with their teacher. In most activities pupils are working on a whole-class activity or as a member of a group.

At Key Stage 2 pupils undertake about half the dedicated PSHE activities with their class teacher and the remainder with other teachers, learning support assistants and visitors. In about half the activities pupils are working as part of the whole class. In the remaining activities pupils are working in a mixture of group and individual activities.

Learning resources

The following resources are available in school. In different year groups the PSHE programme draws on parts of these resources. Therefore, they are not separated into sections for parts of the PSHE programme.

TACADE

- Skills for the Primary School Child
- The World of Drugs for the Primary School Child
- The World of Alcohol

TAKE CARE

NSPCC resource pack on child protection

HEALTH FOR LIFE

Books 1 and 2 – published by Nelson

GETTING PERSONAL – A WHOLE SCHOOL PLAN FOR PSHE

Published by Folens

QUALITY CIRCLE TIME - Jenny Mosley

Published by L.D.A.

LISTENING SKILLS - Gillian Feast

Published by Southgate

The learning environment

The classroom is regarded as the “home base” and is the best place for most PSHE lessons.

It is not expected that the pupils' work in PSHE is celebrated and displayed in the same way as their work in writing or art. Nevertheless, display space needs to be provided where there is ongoing work recorded, for example, using flipcharts, brainstorming ideas, lists, questions raised, decisions and agreements. A display board for the work and decisions of the school council is encouraged. There are also occasions when displays for parents and the wider community are appropriate.

Part of PSHE is the pupils' contribution to the whole-school environment, inside and outside. Responsibility for, and pride in, the whole-school complex is regarded as important.

Safe practice

Outside visitors, using other agencies and out of school activities

The school uses several outside agencies to contribute to the PSHE programme. These are indicated in the programme of work for each year. Teachers are expected to make arrangements and prepare well in advance for these to take place. These agencies have been carefully checked.

If a teacher decides to tackle something different or use an agency/visitor that has not been used before, teachers must discuss this with the headteacher and PSHE co-ordinator before any arrangements are made.

The time allocated by the school and these agencies/visitors is precious. Preparation and planning should be appropriate so that the best use is made of the time available. Teachers should be aware that many of these agencies have their own guidelines and codes of practice to follow and tasks to perform. Where this is the case, it is indicated on the PSHE programme.

“Guidelines for Visitors” is in the Devon’s “Drugs Education Guidelines”. This should be followed for all outside visitors.

Out-of-school activities add greatly to the quality PSHE provided. However, it is important that pupils have the time to reflect upon their experiences and the ways in which they and others were affected.

Homework and the role of parents and carers

At both key stages pupils are expected to undertake some PSHE activities as homework. In the programme there are suggested homework activities in nearly all the units of work. Pupils at all stages should tackle at least one in each unit. They might be expected to interview parents about “The night I was born” for Key Stage 1 sex education; ask grandparents and other senior citizens for details of how bullying was dealt with in their school days; or note the frequency of notices in local shop as part of drugs education and the laws for the sale of alcohol, tobacco and solvents.

The personal, social and health education of the nation’s pupils is a responsibility of all adults.

The contribution of PSHE to other aspects of the curriculum

PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE. Literature, history, physical education and science are the obvious ones.

On the other hand, PSHE provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

Leadership and management

Staff development and training opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff, particularly teachers, are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend Devon Curriculum Services area conferences;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.

Leadership and management roles

The subject leader has the responsibility to take a lead in developing PSHE across the school within the school's improvement plan, monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader and support arising from the school improvement plan and identified in performance management and induction programmes.

How the subject is monitored and evaluated

All teachers are responsible for monitoring the pupils' progress and the quality of PSHE provided but the subject leader, under the direction of the headteacher, takes a lead in this.

Monitoring activities are planned across the year. In summary these are: termly staff meetings to evaluate the impact of PSHE activities and units of work; the co-ordinator analyses teachers' weekly planning files once per term to monitor coverage and balance of PSHE activities; the co-ordinator uses two monitoring days per year to undertake lesson observations; the co-ordinator discusses with the named governor the school's planning and developments twice per year. These discussions arise from governors' planned visits; the co-ordinator's monitoring; monitoring of ongoing displays and work in hand in classrooms by termly visits, outside of lesson time; the co-ordinator to prepare a short summary for the governing body once per year; the co-ordinator analyses samples of teacher termly records and pupils' diaries. This takes place with the headteacher once per year. The headteacher to monitor annual reports to parents.

Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.

Review

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.