



LAYFIELD PRIMARY SCHOOL

PSHE Policy

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Checked by Governing Body:

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1. Introduction:

1.1 This policy has been shared and approved by the teaching staff and school governors.

At Layfield, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils;
- Provides sex and relationships education;
- Promote community cohesion;
- Achieve the aims of the whole curriculum.

See the SRE policy for further details of how we meet this responsibility.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Throughout PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Tolerance.

1.2 PSHE is an integral part of the school's curriculum, as relationships are built when individuals feel valued and respected. Every child should have the opportunity, whilst in our care to develop to their full potential as individuals, as class members and later as citizens within the community. We need to prepare children to cope with the physical and emotional challenges of growing up and encourage them to develop a considerate and caring attitude to each other and to society

1.3 This policy links closely with other school policies on:

Personal Safety

Drugs Education

Sex and Relationships Education

Science

Collective Worship

Behaviour

Bullying

Equal Opportunities

Confidentiality Policy

Community Cohesion

1.4 Links to UNICEF CRC Articles

Article 3 – The best interests of the child must be a top priority.

Article 6 – Every child has the right to develop to their full potential.

Article 12 – Every child has the right to express their views.

Article 13 – Every child must be free to express their thoughts and opinions.

Article 19 – Every child must be protected from all forms of violence, abuse, neglect and bad treatment.

Article 23 – Every child with a disability has the right to live a full and decent life.

Article 24 – Every child has the right to the best possible health.

Article 28 – Every child has the right to an education.

Article 42 – Children and adults must know about the convention.

2. Aims:

2.1 PSHE at Layfield Primary School aims to:

- Enable pupils to develop self-confidence and enhanced self-esteem.
- Help pupils to become responsible citizens.
- Help the children to become increasingly responsible for their own learning.
- Encourage children to respect one another, their feelings and possessions.
- Encourage children to respect the differences and diversities in people.
- Create an ethos in which the children will learn to tolerate and respect people from different races, cultures and religions, including children from ethnic minorities within our school.
- Help pupils to deal with social and moral issues.
- Encourage links with the community and its main social institutions.
- Teach children how to enjoy a healthier and safer lifestyle.
- Encourage pupils to think about social and moral dilemmas that they may come across in everyday life, e.g. aggressive behaviour, questions of fairness, of right and wrong and simple environmental issues.
- Encourage children to make real choices e.g. between healthy options in school meals, what to watch on television., what time to go to bed, what games to play or how to spend their pocket money sensibly.
- Teach children what kind of physical contact is acceptable or unacceptable.
- Inform children that they have a right to resist pressure to behave in an unacceptable and risky way and that they should know how to ask for help and use basic techniques for resisting pressure to do wrong.

3. Content:

3.1 Early Years Foundation Stage:

In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the curriculum.

Within the EYFS, PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

3.2 KS1 and KS2:

The PSHE curriculum divides the year into values and PSHE may be linked to these values or taught on a more individual basis to promote necessary skills. Personal development or intervention groups may be based around our core values of honesty, kindness and trust 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 play and learn alongside, and then 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. SEAL materials and themes may be incorporated into the curriculum. References for materials relevant to the value focus are given on the PSHE curriculum.

3.3: Throughout the curriculum pupils learn:

- To develop friendships with their peers.
- Good relationships with adults and with each other.
- Develop classroom rules and behaviour through their class charter.
- Good social interaction at playtimes and lunchtimes and how to cope with issues which may arise, including bullying, and that they have a right to safe and happy playtimes.
- The importance of communication when working in a team. In years 5-6 pupils have the opportunity to develop these skills further by taking part in a residential trip to Robin Wood.
- The importance of personal health and cleanliness, of themselves and of the environment. In year 5 and 6 the School Nurse speaks to the pupils about growing up and personal hygiene.
- Health and safety, basic first aid and where to get help in school if they are hurt or become ill.
- About the dangers of smoking, alcohol, using solvents and drug abuse. In upper Key Stage 2, these issues will be discussed in science. In Science at key stage 1 children are taught about medicines and harmful household substances.
- About healthy eating and exercise throughout the whole school.
- Road safety and sensible road use involving Stockton Road Safety Team. Children in Years 3-6 are involved in pedestrian and cycle training each year.
- Links with the community, such as Year 6's annual visit to 'Crucial Crew' which usually takes place in September.
- To have a sense of responsibility for their own and other people's belongings. They may have the opportunity to be elected as school councillors, who are encouraged to develop their roles of responsibility within the school.

4. Planning

Planning is already in-place across school and is included within our curriculum document. Class teacher must then simply adapt planning to their class so that personalised learning can take place and a range of attainment levels are met within their class too.

5. Implementation

At Layfield, PSHE is delivered in a number of different ways to pupils. This includes:

- Focussed assemblies covering particular themes
- Planned lessons, as outlined in our curriculum document, carried out once per week delivered by class teachers or other cover supervisors e.g. PPA staff etc.
- Integration into other lessons such as Literacy, Geography etc.

6. Assessment and Monitoring

At Layfield, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- Assessing all children's starting point during the first lesson on a value;
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- Implementing assessment-based planning so that lessons consistently meet children's needs;
- Using self and peer assessment to involve children in understanding their own learning and next steps;
- Encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- Completing our school assessment tracker, which is currently still in the development phase.
- Class teacher will also discuss observations with parents both informally, (as the need arises) as well as at Open Evenings.
- In addition to discussions with parents, class teacher will complete annual reports for pupils with a section of the School Report commenting on individual pupils' personal development.

7. The role of the PSHE leader:

At Layfield, the role of the PSHE leader will include the following:

- Monitoring and evaluating the activities used for promoting PSHE.
- Monitoring and evaluating the progress of PSHE with and across school.
- Providing a framework for teaching PSHE throughout the school.
- Supporting colleagues in the teaching and implementation of PSHE.
- Responsibility of the purchase and organisation of resources to support teaching and learning.
- Learning about any new developments and inform colleagues.
- Acting as a link between outside agencies such as the school nurse etc.

8. Equal Opportunities/Special Needs:

At Layfield, we aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. All children at Layfield Primary School will be given the same opportunities to develop their personal and social skills. Children with special needs will be supported and encouraged to develop to their full potential.

9. Confidentiality / Child Protection

9.1 If a member of staff, (teaching or non-teaching) suspects there to be child protection issues involving a child or is faced with a disclosure then she/he has a duty to pass this information on to the designated C.P. member of staff, and use the procedures set out in the schools C.P. Policy.

9.2 Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The named person at Layfield Primary School is Helen Owen.

10. Internet Access:

Layfield Primary school has an Internet policy and operates within the guidelines specified by Stockton Borough Council for the protection of all our children. E-safety is taught through our computing lessons, which aim to teach children about using the internet safely.

11. Cross Curricular / Parental Involvement

The teaching of PSHE within our school will be cross curricular and will seek to encourage the involvement of parents in their children's education through regular parental consultation evenings, class assemblies, school visits, school fairs and sales.

12. Positive Rewards

As part of our school's aim to enhance self-esteem, develop self discipline and promote positive relationships, a variety of reward systems are built into our school's structure. These include:

- Stickers;
- Team Points;
- Pupil of the Week certificates are awarded to pupils on assembly on a Friday to pupils from every class within school;
- Head Teachers Awards;
- Attendance certificates, including a class mascot to look after for the week and additional rewards depending on class attendance figure;
- Golden time, given as a reward for pupils have behaved in an appropriate manner and have not appeared on the school tracking system;
- Lexia Awards;
- Swimming certificates;
- Verbal praise and encouragement, given on a daily basis.

13. Healthy Schools

Layfield Primary School has links with the Stockton Healthy School team, an organisation devoted to promoting personal, social, and health, education. Layfield Primary School has achieved the 'Sliver' award. A display and a portfolio of how Layfield Primary School is a healthy school can be seen in the school entrance.