



## LANGLEY PARK PRIMARY SCHOOL

### PSHE POLICY

**As a Rights Respecting School, we believe that the United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school. In implementing this policy, we pay particular regard to the following Articles from the UNCRC:**



#### Article 29

*'Education should develop each child's talents and personality to the full. It should encourage children to respect their parents and their own and other cultures.'*

#### Article 24

*'Children have the right to good quality health care, to clean water, nutritious food and a clean environment so they will stay healthy.'*

#### Article 12

*'Children have the right to say what they think should happen, and to have their opinions taken into account.'*

### **Introduction**

*"PSHE education is a planned programme of learning through which children and young people 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."*

(The PSHE Association)

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares the pupils at the school for the opportunities, responsibilities and experiences of later life.

Following the introduction of a new National Curriculum in September 2013 and the review of the PSHE Education, the Government decided that PSHE was to remain a non-statutory subject and that no new programmes of study would be published. The

DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

## **Rationale**

At Langley Park Primary School, we acknowledge that PSHE is more than merely a discrete subject to be taught; it plays a significant role in our pupil's ability to learn and achieve. It also provides opportunities for the personal development of the individual within their communities and the wider world. PSHE (and Citizenship), SMSC and the Rights Respecting agenda are all embedded throughout daily life at Langley Park and the interweaving values that they promote create the philosophy that underpins the ethos of the school.

## **Aims and Objectives**

The aims are to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol;
- understand the importance of developing good relationships with others;
- understand and manage emotions;
- respect others and value themselves;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and local community;
- be active and positive members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- safeguard the environment;
- develop spiritually, morally, socially and culturally

The PSHE programme supports the values as outlined in the school's Vision Statement and focuses on three core themes that will be taught flexibly, as recommended by the PSHE Association. These are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Pupils acquire the necessary knowledge, understanding, values and essential skills they need in order to reach their full potential as individuals and within the community.

## **Organisation and Content**

At Langley Park Primary School we teach PSHE in a variety of ways. In some instances we teach it as a discrete subject. Some of the time we introduce it through other subjects. For example, as there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we teach some elements

through our religious education lessons. Wherever possible, PSHE is taught as part of a broader topic.

In discrete lessons PSHE is primarily delivered through the Wiltshire Healthy Schools 'Learn 4 Life' scheme of work. We do, however, use a combination of resources and materials from this and the Lucinda and Godfrey scheme to address the Sex and Relationships Education (SRE) elements of the PSHE curriculum. Other agencies eg. the school nurse are involved in the delivery of lessons where appropriate. Teachers may adapt the plans according to the needs of their pupils.

The PSHE programme is organised into 6 half termly topics for Years 1- 6, each unit builds on the skills and experiences from the previous year group to ensure that there is progression.

Term	Learn 4 Life Topic Title (Y1-6)
Autumn 1	Our Happy School
Autumn 2	Out and About
Spring 1	Looking Forward
Spring 2	My Friends and Family
Summer 1	Healthy Bodies, Healthy Minds
Summer 2	Ready Steady Go

## **PSHE in EYFS**

As part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Foundation Stage when we teach 'how to develop a child's knowledge and understanding of the world'

We also develop PSHE through activities and whole school events e.g. The Rights Respecting Agenda and R Team, British Values, Play Leaders, R Awards, Y6 Safety Carousel, Bikeability Programme, Relax Kids and a programme of activities provided by Sports Coaches (Stadium of Light). We also offer a residential trip to Y6 pupils to develop the pupil's self-esteem and team work/cooperation skills.

## **Assessment, recording and reporting of progress**

In every lesson there will be opportunities for teachers to undertake some Assessment for Learning. At the end of each module there are self-assessment and peer-assessment opportunities for each pupil using a simple 'traffic light' system.

In addition to self/peer assessments, at the end of each module teacher assessment will take place using the 'Remark on the Remarkable' sheets. It is assumed that most pupils will have made expected progress throughout the unit whereas some very high achievers may have exceeded expectations. There may also be some lower achievers who have not made the expected progress. Teachers will keep records of such pupils and all assessment information is used to plan any subsequent learning.

Pupils' overall progress will be monitored and reported to parents annually.

## **Inclusion**

PSHE has relevance for all pupils regardless of age, gender, ethnicity or ability. The school's PSHE programme will be subject to the guidance and recommendations set out in the appropriate county and school policy documents.

### ***Pupils with Special Educational Needs***

All pupils will access the PSHE programme, subject to differentiation according to their individual needs and in accordance with the schools SEN policy.

### ***Ethnic, Cultural and Religious Groups***

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

## **Monitoring and Evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Work and planning scrutinies
- Pupil and teacher evaluation of the content and learning process
- Staff meetings to review and share experience

## **Continuing Professional Development**

In-service training will take place in accordance with school policy for staff development. Support for teaching and understanding of PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies. The subject co-ordinator will attend termly network meetings provided by the LEA. This promotes reflective practice and allows the school to access 'hot topics', where the LEA has identified county wide targets and are running initiatives eg. The 'Sugar Smart' campaign or a focus on prohibiting energy drinks in schools. Langley Park also regularly hosts Rights Respecting network meetings. Other schools collaborate with the subject leader at Langley Park to ensure reflective practice.

## **External Links**

Support from outside agencies is an integral and valuable part of the PSHE programme. A carefully planned programme of visits into and visits out of school will extend and enhance pupils' experience.

## **Review**

This policy will be reviewed annually. **Next review: December 2018**

This policy should be read in conjunction with the following school policies:

Child Protection Policy, Positive Relationships Policy, Anti-Bullying Policy, SRE Policy, Child Protection Policy, SMSC Policy, British Values Policy, Inclusion Policy

**Reviewed by: Mrs C. Turner (December 2017)**