


RISE PARK PRIMARY AND NURSERY SCHOOL



PHSE Policy

July 2019

Signed by Chair of Committee	Jeanette Kirkby
Print Name	Jeanette Kirkby 
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PSHE Policy

Our Aims: We aim to provide stimulating, high quality learning experience within a safe and happy environment where all are active participants in their own learning, developing skills and knowledge for today and tomorrow.

Our Vision: To create a rich and balanced learning culture where all have access to a high quality education which develops the individual academically, morally, spiritually and culturally. To provide opportunities to enable children to develop skills to investigate, make sense of and communicate with the world around them in order to become responsible, healthy members of the community.

Aims & objectives of PSHE and SEAL

At Rise Park Primary and Nursery School, we believe that education in PSHE and Citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. This is a common theme at Rise Park which runs from foundation through to year 6. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

The aims of personal, social, health and citizenship education are to enable the children to:

- respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure
- learn to live and enjoy a healthy lifestyle
- develop an active role as a member of a family and of the community
- understand the principles of our society and democracy
- value their role as a contributing member of a democratic society
- respect the letter of the law and encourage others to do so

Promoting the personal, social and emotional well-being of our pupils and fostering a positive ethos within the school, create the foundations for the raising of standards generally. This is a whole school approach.

We aim to:

- Maximise each child's potential and progress in all areas
- Raise levels of children's attainment and continuously develop effective and enthusiastic learners
- Promote constructive attitudes and values
- Foster caring relationships in a secure environment

Personal and Social education underpins all that we do at Rise Park Primary and Nursery School but is evident in the following schools policies:

- Anti-bullying and Behaviour Policy
- Drug Policy (DrugAware)
- Relationships and Sex Policy
- Asthma Policy
- Equal Opportunities Policy
- Religious Education Policy

PSHE and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school and in the wider community. Pupils are supported at a class and individual level by teachers, support staff and the school nurse in their personal and social development, including their health and well being.

Ethos Statement

Ethos is a whole school issue. It is the responsibility in particular of all teachers and generally of all adults connected with the school, to promote these elements in all aspects of their work and dealing with pupils. In Rise Park Primary and Nursery School, all staff and pupils work together to create a positive climate, in and out of classrooms. PSHE and Citizenship make a significant contribution to this positive ethos.

Respect is developed through sharing and taking turns in KS1 through to listening to points of view of others on a variety of issues with the older pupils. Generally, self-esteem is fostered through the way we talk to each other, display work, but also through overt circle time activities. Through activities such as class discussions, children are encouraged to be assertive and to take control over some aspects of their school life. Group work and a team approach is encouraged through the school house system. Opportunities to ensure appropriate independence are built into teaching so that by the end of Year 6 pupils can research, take on responsibilities, think

independently and are generally prepared for the transfer to secondary school. Older pupils work with the KS1 pupils with group reading, helping in the nursery and on the playground, (Rise Park operates a peer mediator system) buddying younger pupils and they also take part in fund raising events such as bag packing and organising their own games for the summer fair. These are all examples of pupils taking responsibility.

All staff, teaching and non-teaching are involved in contributing to the school ethos. The culture of praise and encouragement is never taken for granted, and we work hard as a staff to ensure that pupils praise others, and that staff themselves are praised.

The behaviour policy is closely linked with the work undertaken in SEAL. Children are encouraged to employ problem solving techniques and through discussion are taught that they make choices with regard to behaviour and that these choices have consequences.

Teaching and Learning

In PSHE and Citizenship our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion.

We will aim:

- through the SEAL materials, to develop all pupils' self-awareness, ability to empathise, social skills, motivation and the ability to manage their feelings.
- to provide all pupils with accurate information on health related issues appropriate to their age, ability and experiences
- to provide opportunities, both real and simulated, for pupils to apply their knowledge and skills; to offer feedback and give time for reflection.
- To offer opportunities for all pupils to play an active role as citizens including taking responsibility for aspects of school life, participation in the school council and working with and within the community
- To promote positive attitudes
- To promote the principles of democracy, equality and inclusion and the values of honesty, trust, justice, moral responsibility and respect for all
- To provide a supportive climate for learning which is welcoming, promotes respect for all and celebrates diversity
- To ensure that the physical environment of the school is safe, stimulating and meets the needs of all who work and learn there
- To ensure all staff understand and embed in their practice the essential components of PSHE and Citizenship, SEAL and the ECM agenda.
- To teach children skills in becoming self-regulators of their emotions and allowing them a safe but supportive environment in which to practice these skills.

The creation of a positive ethos in the school generally, and in the classroom in particular, is of paramount importance. In creating a positive ethos in school all staff will:

- provide a welcoming environment to all pupils
- develop a sense of identity and pride in their school/classroom with all pupils
- ensure equality and fairness
- have high expectations of behaviour and attainment
- continue to develop the “praise” culture

Developing the following elements in the pupils in our school is central to the creation of a positive ethos:

- respect and empathy
- self esteem
- assertiveness and self-awareness
- working together
- independence
- responsibility
- making the most of abilities and opportunities
- motivation
- management of feelings

PSHE & Citizenship is delivered in a cross-curricular way and through a discrete lesson to deliver a planned scheme of work, based on SEAL – social and emotional aspects of learning which is a whole curriculum framework for the teaching of these skills and is organised into seven themes.

SEAL (Social and Emotional Aspects of Learning) Research on ‘emotional intelligence’ has brought a wider view of intelligence to include personal and social issues. Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and scholastic success, so they need to be central to schools and learning to increase schools effectiveness. Working in this area can improve educational and life chances (Goleman, 1996)

Programmes that teach social and emotional competences have been shown to result in a wide range of educational gains, including improved school attendance, higher motivation and higher morale (Durlak, 1995; Durlak & Wellsw, 1997; US Government’s General Accounting Office, 1995)

Each theme of SEAL starts with a whole school assembly a story followed by weekly PSHE lessons throughout the school based on the themes. There are many opportunities for cross curricular work.

PSHE & Citizenship is taught in a lesson which is timetabled throughout the school. This lesson provides opportunities for class discussion, e.g through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour.

Differentiation & Additional Educational Needs

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented, dyslexic children and those children who need additional support.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's Individual Education Plans (IEPs) relate to their personal development, we ensure that opportunities are planned to support children in achieving these.

In instances where it is felt that children would benefit from extra support in SEAL, they will be identified by the class teacher and supported in small groups by a TA. This small group work will take place outside the classroom. The groups will be selected upon the social and emotional needs of the pupils during a given theme rather than behaviour or academic capabilities.

In addition we have a number of support groups for children who are identified as needing extra support.

Nurture groups are available to children from Years 1-6 who have been identified by their class teacher who are in need of additional support to access school life. Nurture groups are taken in the afternoon by a number of members of staff and consist of lots of social, practical and creative activities which may take place outdoors.

Play leaders are available for children from Years 1-6 who need extra support during these break times. Activities consist of lots of teamwork games, speech and language games and activities to encourage social engagement and sharing. The Sports Specialist also runs a daily lunchtime group for children who have been identified as needing additional support with social or practical needs.

Equality and Inclusion

At Rise Park Primary and Nursery School we value each member of the community for the contribution that (s)he makes to the school.

Our Equal Opportunities Policy reflects the beliefs of the school and includes reference to:

- gender
- race
- disability
- arrangements for inclusion

and is based on fairness and justice for all.

Consistency and equity of treatment for all members of the community are key features of the statement.

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged.

Children's religious beliefs and cultural differences are always respected.

Organisation and Structure

The Headteacher of the school will ensure that the PSHE curriculum is taught throughout the school and will ensure that relationships in school are positive.

The governors responsible for PSHE and SEAL will ensure that the items in this policy are followed through and will take part in monitoring and observation and discussions with the Headteacher.

The teacher in charge of PSHE and SEAL will be Mrs Meads but this will be reviewed on an annual basis.

All teaching staff and non-teaching staff will be aware of their responsibilities in teaching and discussing issues that may arise. Midday staff have already received training on behaviour management, SEAL and equal opportunities and this will be reflected in the way in which they manage the children. At lunchtime some children are involved in a small group known as play leaders which encourages them to play, share and get along together.

Structure of the PSHE curriculum in school

The planned programme of PSHE and SEAL underpins all that we teach in the primary curriculum on a day to day basis. SEAL provides a basic framework for the delivery of the PSHE curriculum. SRE, Drugs, Healthy Lifestyles and Citizenship are woven into the SEAL curriculum to provide access to all of the PSHE curriculum across the stages. Specific aspects of the SRE and Drugs curriculum are also taught through Knowledge and Understanding in the Foundation Stage and Science in KS1 and 2.

In addition to the above the teaching assistants take groups of children for SEAL small group work. This encourages children to listen, to discuss any issues that are causing concern and to raise self-esteem.

Learning and Teaching Styles

Learning within PSHE is maximised through:

- developing attitudes and skills through role play and other drama opportunities
- gathering information through books, pamphlets and video
- understanding the views of others through role play and discussion
- working with feelings through circle time and social use of language
- working with and within the community e.g. Summer Fair, bag packing

Teaching PSHE and Citizenship

Teaching skills used in the school will incorporate some of the following:

- teacher will be supportive and acts as a positive role model through what they say and do
- teacher enables pupils to take some control over their own learning and acknowledges the value of pupils' experiences and contributions within and outside the classroom
- teaching promotes learning through planned experiences and activities that are challenging but achievable
- our teaching is, wherever possible, both active and interactive.

Additional Initiatives

E-Racism

This is a topic carried out in Year 4 and is delivered by teachers during SEAL lessons. It focuses on giving children an awareness of different races and cultures and also the issues which can be faced within race and cultural diversity. Within the lessons children learn about stereotyping, prejudice and anti-social behaviour.

Great Project

This is a programme carried out in Year 5 and is delivered by outside facilitators trained by Equation. The purpose of the project is to enable children to gain knowledge about healthy relationships, to explore what domestic abuse is and to know where to go for help and support.

Street Aware

This is a programme carried out in Year 6 run by police officers. It focuses on information regarding the prevention of street crime and particularly focuses on raising awareness of the negative impact of gangs and knives.

DARE (Drug Abuse Resistance Education)

This is a topic carried out in Year 6 and is delivered by teachers who follow the DARE scheme of work. This scheme teaches children the dangers of volatile substances, drugs, alcohol, cigarettes and peer group pressure.

Resources

Each year group has a SEAL folder with copies of SEAL planning and resources. Additional resources such as story books linking to various themes are also available in each year group. More general PSHE resources are stored centrally in the PSHE area.

Opportunities are given for the use of ICT within SEAL lessons.

Handling Sensitive and Controversial Issues

A controversial issue is an issue about which there is no one fixed or universally held view. Sex education, religion and politics are examples of topics concerning values and

beliefs that may arouse strong feelings. Other issues that the staff feel may be controversial are family lifestyles and values, law and order, environmental and bereavement .

The staff at Rise Park Primary and Nursery School understand that Section 406 of the Act requires school governing bodies, head teachers and LEA's to forbid the promotion of partisan political views in the teaching of any subject in the school and to forbid the pursuit of partisan political activities by pupils under the age of 12 while in school.

Section 407 requires all staff to take reasonable, practical steps to ensure that, where political or controversial issues are brought to pupil" attention, they are offered a balanced presentation or opposing views.

Our good practice will seek to avoid bias by making sure that every aspect of an issue is examined fairly and thoroughly. Strategies to ensure balance will include helping pupils to:

- recognise bias
- evaluate evidence put before them
- look for alternative interpretations, viewpoints and sources of evidence
- give good reasons for what they say and do
- expect good reasons to be given by others

At Rise Park Primary and Nursery School we will create a secure classroom climate in which pupils feel free from fear of expressing reasonable points of view that contradict those held by their class teacher or peers. We will:

- establish ground rules
- decide when to allow pupils to work in small groups and when to join in and offer support
- ensure all pupils are clear about the difference between fact, opinion and belief
- decide how far they are prepared to express their own views , working within the school's value system
- provide support after a session for any pupils who may be troubled by an issue raised

Confidentiality

Occasionally a pupil may make personal disclosures in class or to individual teachers particularly in PSHE/Citizenship where discussion is encouraged. E.g. in a DARE session a pupil may refer to a person known to them who has taken drugs.

The staff at Rise Park Primary and Nursery School is clear about their legal and professional roles and responsibilities.

Our good practice will include:

- using ground rules in lessons
- making sure that pupils and parents or carers are aware of the school's confidentiality policy and how it works
- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers giving them support to do so
- ensuring pupils know that teachers cannot offer unconditional confidentiality
- reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- making sure that pupils are informed of sources of confidential help, for example the school nurse, doctor ,CHILDLINE

Any child protection issues will be addressed through the designated teacher (Headteacher) for Child Protection. Procedures will be followed as set out in Child Protection Circular 10/95

Assessment Recording and Reporting

Our assessment in PSHE and Citizenship is not a means by which pupils are deemed to have “failed as people”. Young people’s self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life.

Teachers assess the children in PSHE and Citizenship by making informal judgements as they observe them during lessons and by carrying out formal assessment of their work based on specific learning intentions and objectives set out in the National Curriculum. We have clear expectations of what the pupils will achieve and know or the skills they will acquire by the end of each Key Stage. Teachers note the achievements of the pupils in PSHE and Citizenship and these achievements are reported to parents each year in children’s reports and open evenings. Special achievements and instances of good citizenship are celebrated and rewarded in Celebrations Assembly once a week.

Through the delivery of the SEAL materials there will also be opportunity for self-assessment. Part of our assessment allows pupils to pose pertinent questions, make judgements according to their current strengths and needs and provides opportunities to revisit and reconsider judgements.

Our assessments will provide information to

- inform future planning
- group children for particular activities and interests
- ensure that the curriculum meets the needs of all children
- promote continuity and progression
- report to parents/carers on progress

Visitors in the Classroom

At Rise Park Primary and Nursery School we recognise that:

- it is the school's responsibility to check out the status of visitors to the school and carry out the necessary DBS checks.
- it is the school's responsibility to evaluate the content of the visitors talk, performance etc. to ensure suitability for age/stage of development
- all visitors will be briefed with regard to the ethos of the school, context of the class/group to be visited/confidentiality and start and end times
- where appropriate teachers and visitors will work together to ensure that pre and post work is undertaken effectively
- the availability of resources will be checked out beforehand
- there will be clarity about the teacher's role during the visit and the use of the materials provided by the visitor
- under no circumstances will a teacher absent themselves while a visitor is present
- pupils will be briefed about the nature and purpose of the visit

Rise Park Primary and Nursery School welcomes visitors to the classroom, and to assemblies and we recognise that our work in PSHE can be illuminated by these visits.

Working with the Wider Community

At Rise Park Primary and Nursery School we use outside agencies and visitors from the community in order to deliver aspects of PSHE such as the police, fire-fighters, school nurse, road safety team, DARE and the school nurse etc.

PSHE and Citizenship provision should complement the personal and social development of children provided at home. Working with parents is therefore a vital part of our whole school approach. Parents are informed about areas of study in the SEAL curriculum and opportunities are provided for parents to come into school and see this work particularly at open evening.

Additionally, at school we feel that the pupils will benefit from other organisations and agencies that can contribute to their PSHE provision. We will work in partnership with:

- the police particularly in the DARE programme
- the school nurse with health education throughout the school and sex and relationships education
- local churches and religious institutions
- voluntary groups and organisations
- sporting organisations

Support and Development

Pupils:

Our school will support pupils' health and learning in the following ways:

- clear procedures, including the reporting of information by the school nurse to support pupils health conditions
- links with outside agencies to provide pupils with special educational needs specialist equipment and aids
- referrals made to local support services where appropriate
- pupils' achievements celebrated
- pupils regularly involved in setting new targets for themselves
- regular meetings between Headteacher and school doctor

Staff :

Our school will support the personal and professional developments of staff through:

- a range of professional development opportunities: subject knowledge, teaching skills where time is made available for effective planning, monitoring, reviewing and evaluating and staff are given opportunities to share good practice
- the culture and physical environment of the staff room
- occupational health advice and support

Developmental Planning

Our planning for PSHE and Citizenship will be incorporated into our School Development Plan and our Curriculum Planning Framework.

This policy was agreed by staff and governors in

This policy will be reviewed by staff and governors in

