

Banks Lane Infant and Nursery School



PSHE Policy

February 2017

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Statement of intent

At Banks Lane Infant and Nursery School believe we that a strong PSHE education is vital to help our children develop into well-rounded members of society, who are able to make a positive contribution to their community. At Banks Lane Infant and Nursery School, our PSHE curriculum promotes the Spiritual, Moral, Social and Cultural development of all the children in our school and society. It will prepare children for the opportunities, responsibilities and experiences of adult life.

The vision for children and staff is to strive to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our [school].
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity, collaboration and enthusiasm.
- Parents and carers will be informed about the policy via the school's website and the PSHE curriculum will be available to read and download.

Signed by

Headteacher
Chair of
Governors

Date: _____
Date: _____

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the school's PSHE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PSHE Policy annually.
- 1.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.5. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
- 1.6. The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that PSHE policies reflect the needs and sensibilities of the wider school community.
- 1.8. We will ensure that pupils are also involved in the creation of this policy through termly feedback and suggestion forms and/or class discussions.

2. Aims of the PSHE curriculum

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society, in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

3. Teaching methods and learning style

- 3.1. A range of teaching and learning styles will be used to teach PSHE.
- 3.2. Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.
- 3.4. Pupils will have the opportunity to engage in investigations and problem-solving activities.
- 3.5. All pupils will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 3.6. We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 3.7. We will consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.8. Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

4. Timetabling and cross-faculty involvement

- 4.1. We will use direct teaching via timetabled lessons.
- 4.2. PSHE will be taught in discrete curriculum time, delivered by class teachers and other staff.
- 4.3. We will ensure cross-curricular learning through discussion between the curriculum, for example, physical education and healthy lifestyles.

5. Reporting and confidentiality

- 5.1. Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable talking to their class teacher or teaching assistant.
- 5.2. Pupils will be encouraged to have an open dialogue regarding any such issues with the class teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility.

6. Tailoring PSHE

- 6.1. Discussion and other activities will be used in initial PSHE lessons in order to ascertain 'pupils' existing knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this.
- 6.2. Teaching will take into account the ability, age, readiness and cultural backgrounds of all children in the class and will be tailored accordingly.
- 6.3. Adaptations will be made for those for whom English is an additional language to ensure that all pupils can fully access PSHE educational provision.
- 6.4. All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.

7. Key stage 1 programme of study

7.1. The programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.

- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- How to respect equality and diversity in relationships.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.

Assessment

Pupils' knowledge and understanding is assessed through formative assessment via question and answer sessions, discussion groups, circle times and pupil voice.

8. PSHE coordinator

10.1 The PSHE coordinator will:

- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
- Agree the overall aims, objectives and priorities of the PSHE curriculum.
- Establish a shared view of best practice to which all pupils are entitled.
- Develop and review this policy.
- Agree the priorities for pupils' personal and social development.
- Identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support and training for departmental staff.
- Monitor the PSHE programme including the use of outside agencies.
- Evaluate the PSHE programme via pupil voice.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.