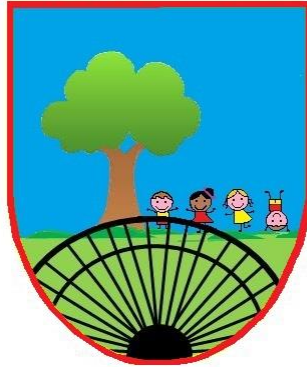


Shilbottle Primary

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Fun, Respect & Friendship



Personal, Social, Health & Economic Education Policy

Staff and Pupils

At Shilbottle Primary we value and respect everyone in our community and work as a team
'Fun, Respect & Friendship – Every Child Matters to Us'

Date approved:

Review Period: 3 years

Date to be reviewed: Spring 2019

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Personal Social, Health and Economic Education (PSHEe) Policy

This Policy is a statement of the aims, principles and strategies for PSHEe/PSED at Shilbottle Primary. The Policy was reviewed and shared with staff in Spring 2016. This policy will be reviewed in 2019. The governing body approved this policy in April 2016.

Introduction

The new National Curriculum states that *'All schools should make provision for personal, social, health and economic education (PSHEe), drawing on good practice.'*

Personal, Social, Health, Economic Education [PSHEe]

Personal, Social, Health and Economic education is a wide ranging subject encompassing many issues including, personal hygiene, sex education, personal and social relationships, and issues of moral and ethical values. It encourages pupils to make decisions and develop positive attitudes so that they can become healthy, happy and secure adults

Rationale

The development of Personal, Social, Health and Citizenship Education (PSHEe/PSED) is a lifelong and continuous process. PSHEe/PSED is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour. The school and its curriculum aim to build on learning that has already started at home, in relation to moral values and attitudes and awareness of society.

Shilbottle Primary recognises the importance of providing a range of experiences and opportunities to enable children to develop personally and emotionally as young citizens. PSHCE is central to our school's ethos.

PSHCE is delivered in a cross curricular way. We offer children the opportunity to hear visiting speakers and outside agencies, such as health workers, fire officers and representatives from the local churches, whom we invite into the school, which enriches our children's learning experiences. Through our behaviour policy we promote a culture of positive mutual respect, responsibility, calmness and kindness. This is reinforced in assemblies, classrooms and all other opportunities throughout the school day. All staff are encouraged to develop a range of flexible, active learning methods.

Intended learning outcome for PSED

Early Years

In the Revised EYFS curriculum PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Self-confidence and self-awareness

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them all children need to have at least one person who is 'on their side' for them to really thrive. This

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helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.

Making relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings. This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

Intended learning outcome for PSHEe

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

Preparing to play an active role as citizens

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

- a. how to make simple choices that improve their health and wellbeing
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled

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- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Intended learning outcome for PSHEe

Key Stage 2

Developing confidence and responsibility and making the most of their abilities

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

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Developing a healthy, safer lifestyle

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

The needs of the pupils

We recognise that an interactive approach to PSHCE/PSED will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHCE/PSED in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g. the My Health My School Survey)
- draw and write activities
- the use of anonymous question boxes
- self-assessment activities
- pupil focus groups formed specifically for PSHCE/PSED
- school council meetings
- enterprise projects

Computing and ICT

ICT will be used where appropriate to enhance learning in PSHEe /PSED. For example every year group will begin computing lessons by completing a unit on e-safety, which will be revisited regularly.

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Drugs Education and Sex Relationship Education (SRE)

Drugs Education and Sex Relationship Education (SRE) are incorporated into the PSHCE curriculum and are taught from Early Years through to Year 6. More details of these aspects of the curriculum are outlined in the SRE and Drug Education policy.

Equal Opportunities

We use materials which reflect the cultural and ethnic diversity of our society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged. We ensure that any child with English as an additional language has access to the support they may need to enable them to develop their learning and knowledge. Children's religious beliefs and cultural differences are always respected.

Inclusion

Consideration is given to all the needs of the children including children with learning difficulties, children with physical difficulties and children with emotional problems. For gifted, talented and more able children, teachers will provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

Resources.

The appropriate PSHCE resources are kept in classrooms or in a resource area.

Assessment

We do not assess pupils formally in our PSHEe curriculum. However there are opportunities for pupils to reflect on their progress through self assessment. Teachers use observation and discussion as a means to evaluate pupils' knowledge and understanding and how well they use this to develop skills and attitudes. Good participation and progress is rewarded throughout school by all staff members and achievements are celebrated in our Friday whole school assemblies. Children who have been identified as needing extra support are included in small group work or individualised support programmes.

Staff CPD

Opportunities for staff training are provided within school and by Northumberland County Council. These are identified by the PSHCE Coordinator, through the School Improvement Plan and as a result of individual priorities linked to Performance Management.

Role of the PSHCE Coordinator

It is the coordinators responsibility to:

- lead policy development
- provide appropriate support and training
- agree main priorities for development and identify opportunities for meeting these priorities
- carry out a process of review as part of the cycle of school improvement
- attend relevant LEA meetings and training

Whole school initiatives

Several whole school initiatives support the aims of our PSHCE curriculum. These include:

- The Healthy School Award
- The School Games Award
- The School Council

- Eco Schools

The Teaching of Fundamental British Values

Through PSHEe and other subjects we will introduce children to the backgrounds and beliefs of other cultures and faiths thus enabling prejudice and misunderstanding to be overcome at an early age.

The DFE has issued guidance about 'British Values' being taught in schools. The following is an excerpt from that guidance:

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC (spiritual, moral, social and cultural provision).'

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

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- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Radicalisation Extremism SMSC and British Values

Shilbottle First School [Primary from September 2016] is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Members of staff have all received training to develop an understanding of radicalisation and extremism and to recognise the indicators or factors that may contribute to vulnerability.

Extremism is defined by the government as *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."*

As a school, we will refer to the prevent agenda and work in partnership with LSCB and police to safeguard all children, particularly those who may be vulnerable and at risk of radicalisation.

Staff receive regular training, and have been working on ensuring that this aspect of SMSC is weaved throughout our curriculum and is reflected in our pupils.

Children within our school are taught about how citizens can influence decision making through the democratic process. Shilbottle First School [Primary from September 2016] prides itself on giving pupils a voice. We have a school council which meets regularly to discuss issues raised in class council meetings. Council members for each year group are voted for by their class and all make a genuine impact on changes within school.

Children are taught about the importance of distinguishing right from wrong. In all their daily interactions and throughout every lesson, respect for the individual is reinforced and modelled by all staff. Across all year groups children experience a range of visits and hear from a range of different speakers, in order for them to develop a respect for their global community.

As a creative school, children at Shilbottle First School [Primary from September 2016] learn that as an individual they are free to express themselves through art, dance, drama, music, sport etc. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of learning challenge, of how they record, of

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participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Children are taught to appreciate the fact that we are all different and unique individuals. Children within our school understand that everyone has a voice and is entitled to share their opinions, ideas and beliefs. Our children are taught to recognise discrimination and understand the importance of their role in stopping it.