

# THE GLEBE PRIMARY SCHOOL

## PSHE Policy





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#### **The Glebe Primary PSHE and Citizenship Policy**

##### **Personal, Social and Health Education (including drugs and alcohol education)**

##### **RRSA Articles**

###### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

###### **Article 28**

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

###### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

###### **Article 42**

You have the right to know your rights.

Adults should know about these rights and help you to learn about them too.

##### **Mission Statement**

The Glebe School is a happy and caring community where everyone is valued. We offer a welcoming and stimulating environment where all learners achieve success through challenge and an education tailored to their needs. We encourage all our children to develop a love for learning and we equip our children for their life choices in an ever changing world.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE, drawing on good practice.

##### **Aims and objectives**

At the Glebe Primary School, we believe that Personal, Social and Health Education (PSHE) should enable 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 doing so, we help build their confidence, resilience and self-esteem, and ability to identify and manage risk, make informed choices and understand what influences their decisions. We teach our pupils how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. We promote values which include: British democracy; the rule of law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) - alongside an appreciation and celebration of difference and diversity (reflecting all

protected characteristics and social class). We teach them how to keep themselves safe including staying safe online. We teach them about where money comes from, keeping it safe, the importance of managing it effectively and how money plays an important part in people's lives. We also teach children about their rights and their responsibilities, promote that with rights come responsibility and ensure that children know how adults can help to meet their rights.

**The objectives of PSHE and Citizenship enable the children to:**

- know and understand what constitutes a healthy lifestyle, including through healthy eating and physical activity;
- make the right choices and develop healthy behaviours with the aim of reducing health inequalities later in life and promoting social inclusion;
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- be aware of safety issues, including online safety;
- understand what makes for good relationships with others and develop relationships with members of the community;
- have respect for themselves and others;
- understand and manage their emotions
- be independent and responsible members of the school and the local community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding social and personal issues;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

**1 PSHE and Citizenship curriculum planning**

At the Glebe Primary school, we teach PSHE and Citizenship in a variety of ways. We introduce PSHE and Citizenship topics through our teaching in other subjects. As there are large overlaps in the programmes of study for Religious Education, Science, Mathematics, Physical Education and Computing, we deliver a considerable amount of PSHE and Citizenship in these lessons. From analysing information about our local community and health profiles for Stockton-on-Tees, we have adapted our curriculum to best suit the needs of the children at our school. In response to shared concerns at a local and national level, and as part of its care for the welfare of its pupils, the school believes it has a responsibility to inform and educate children about drugs, alcohol and the role of medicines.

- 1.1** All classes, from nursery to year six use PSHE curriculum long term plans, which were devised by the PSHE lead in conjunction with guidance from the PSHE association, alongside a range of other planning and resources, to teach our PSHE curriculum. Drug and alcohol Education, Finance, First Aid, Sex and Relationships Education and E-Safety units are also incorporated into the long term plans for both key stage one and two. We have incorporated these units into our curriculum to best meet the needs of the children in our school and as a response to guidance set out in Section 78 of the Education Act 2002 and DfE guidelines, including the Children's Act, 2004 and the 'Every Child Matters' initiative.

- 1.2** We develop PSHE and Citizenship through various activities and school events, for example through whole school collective worship, PSHE assemblies, circle time, taking part in whole school initiatives and weekly school council and RRSA meetings, where representatives from years 1-6 regularly meet to discuss school matters. We offer a residential visit to Robin wood in Cumbria where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
- 1.3** The drug and alcohol education curriculum is delivered as part of the PSHE and Citizenship curriculum and incorporates the statutory elements from the science curriculum. When visitors are used to deliver aspects of the Drugs Education Curriculum, they should not be left alone to work with pupils. The teacher should be part of the experience so s/he can follow up the work. The aims of incorporating drugs and alcohol education into the PSHE long term plans are:
- To provide accurate information about substances in relation to personal safety.
  - To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
  - To develop an understanding that all medicines are drugs, but that not all drugs are medicines, and that all substances are harmful if not used properly.
  - To increase understanding about the implications of and possible consequences of drug use and misuse.
  - To clarify misconceptions about the prevalence and acceptability of drug use among peers
  - To enable pupils to identify sources of appropriate personal support.
  - To widen understanding about related health and social issues including crime, impact on both family and community

## **2 Teaching and learning styles**

- 2.1** We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements. We emphasise active learning by including children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events, such as assemblies and involvement in helping others less fortunate themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, bank clerks, anti-social behaviour teams, police and local clergy, whom we invite into school to talk about their role in creating a positive and supportive local community.

## **3 The Foundation Stage**

- 3.1** We mainly teach PSHE and Citizenship in nursery and reception classes through topic work and SEAD units of work, inline with the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and Citizenship of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship, 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'

#### **4 Teaching PSHE and Citizenship to all children at the Glebe**

- 4.1** At the Glebe, we teach PSHE and Citizenship to all children, regardless of their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against objectives set out in the PSHE Association Programme of study allows us to consider each child's attainment and progress against expected levels.
- 4.2** Our teachers provide learning opportunities for children with special educational needs, matched to the individual needs of children with learning difficulties. Intervention will lead to the creation of Schools Support Plans. When teaching PSHE and Citizenship, teachers take into account the targets set for children in their School Support Plans, some of which may be directly related to PSHE and Citizenship.
- 4.3** For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership and reasoning skills, think creatively and use their talents for the good of the class or the wider community.
- 4.4** We do not discriminate against anyone, be they staff or pupil, including on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and The Race Relations Amendment Act (2000) and covers both direct and indirect discrimination. In our PSHE lessons, we actively encourage the appreciation of difference and diversity and challenge prejudice with strategies such as discussion, circle time and through providing children with the opportunities to learn more about each other, their local community and the world around them.

#### **5 PSHE and Citizenship and Computing**

- 5.1** Computing makes a positive contribution to PSHE and Citizenship lessons through teaching children the skills to communicate and by developing their sense of global citizenship, through using the internet and e-mail. In Computing lessons, classes learn to work together collaboratively and discuss safety and other issues related to electronic communication. The children develop their own views about the misuse of technology and electronic communication and gain an insight into the interdependence of ICT users around the world.

#### **6 Assessment for learning**

- 6.1** Our teachers assess the children's work in PSHE and Citizenship both using informal judgements based on observations in lessons and against DfE PSHE end of key stage statements moving towards objectives set out in programme of study created by the PSHE Association which identifies the key concepts and skills that underpin PSHE education and help schools to fulfil their statutory responsibility to support pupils'

spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. We have clear expectations of what the pupils will know, understand and be able to do by the end of each key stage. Assessment also offers the children the opportunity to reflect on their own progress.

- 6.2 We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.
- 6.3 Children's progress in PSHE and Citizenship is reported at parent consultation meetings and in their end of year profiles.

## **7 Confidentiality**

At the Glebe, we believe that learning from real-life experience is central to citizenship and that as a result of this; sensitive and controversial issues may arise in PSHE lessons and/or collective worship. We believe these issues need to be approached carefully but that children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between fact and opinion. All members of staff need to be clear about the rules of confidentiality and that they are not able to offer children or their parents' unconditional confidentiality. For further clarification please refer to the confidentiality policy. In lessons, teachers should establish from the beginning that it is inappropriate to disclose some personal information

## **8 Resources**

- 8.1 We keep resources for PSHE and Citizenship in key stage teams and electronically on the shared area. Additional resources are based with Emily Walsh the PSHE and Citizenship co-ordinator. Resources include lesson plans and a variety of puppets to assist teaching and learning through distancing techniques. Amongst our resources, we also have a variety of teaching resource packs on drug and sex and relationship education and circle time resources. The resources often link to various articles from the UNCRC, and support the long term plans for each year group as well as the development of global learning in school.

## **9 Monitoring and review**

- 9.1 Emily Walsh, the PSHE and Citizenship co-ordinator, is responsible for curriculum coverage, updating the school website with PSHE related information and monitoring the standards of teaching and learning in this subject. The co-ordinator supports colleagues in their teaching by keeping them up to date with current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for providing an annual summary report,

evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

**9.2** This policy will be reviewed at least every two years.

This policy was updated by Emily Walsh (PSHE Coordinator) in September 2018 in consultation with Governors and all teaching staff. This policy has obvious links with the following school policies: Confidentiality, Drugs, Sex and Relationships, Health and Safety, E-safety, Behaviour, Anti-bullying and Healthy Eating policy.

# THE GLEBE PRIMARY SCHOOL

## PHSE Policy

This Policy has been approved by the Governing  
Body of the Glebe Primary School

On: .....

To be reviewed: Autumn 2020

Chair of Governors: .....