



# Long Sutton County Primary School

## P.S.H.E. Policy

### Introduction

At Long Sutton County Primary School we are committed to the development of children's social, emotional skills, self-esteem, their health and well-being. Through PSHE pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

### Our Aims

As part of a whole school approach PSHE is concerned with developing the emotional health, wellbeing and welfare of the pupils in our school enabling them to thrive. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. PSHE makes a significant contribution to pupils' spiritual, moral, social and cultural development, their behaviour and safety and promotes pupils' wellbeing.

The school aims:

- To develop confidence, resilience and self-esteem
- To promote good relationships with others
- To promote a healthy, balanced and safe lifestyle
- To be able to identify and manage risk
- To be aware of influences and make informed choices
- To promote positive attitudes towards others and an understanding of differences between people and their viewpoints
- To manage emotions
- To be able to communicate in a variety of settings
- To be able to make effective transitions
- To equip pupils with the skills and attitudes to engage successfully in the task of learning
- To develop an understanding of themselves, empathy and the ability to work with others
- To be an independent and responsible member of the school, local and global community
- To develop financial capability skills for future economic well-being
- To provide opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.

The overarching aim for PSHE is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### Curriculum Entitlement

PSHE is taught through interactive learning. PSHE will usually be taught for thirty minutes a week in each class. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn

through practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school.

We have introduced the Social Emotional Aspects of Learning (SEAL) programme into school and use curriculum guidance from the PSHE Association. These materials are the basis for our scheme of work and each half term a values theme is promoted throughout the school, for example through class themes, assemblies and displays. In the same way an element of British Values is promoted and celebrated. PSHE and PSED, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum. Outside of dedicated curriculum time issues and matters that arise in national/international events, in the course of discussion and from the pupils' work are discussed and resolved. Pupils are also able to access additional PSHE activities through pastoral intervention.

## **LINKS TO OTHER INITIATIVES & POLICIES**

PSHE and PSED are linked with a variety of initiatives in place. We are a Stonewall School and involved in the Healthy Schools Initiative and sports initiatives and we are committed to giving our children the best information we can with regard to healthy lifestyles, so that they are able to make informed choices for themselves. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school. The school has a School Council and an Eco-Council with elected and representative members. The Councils meet regularly to discuss the views of pupils, to make decisions and draw up actions plans which contribute to school improvement. As children progress through school they have increasing responsibilities and the school also encourages the promotion of team values through a school house system.

Pupils' emotional wellbeing is supported by systems across school ensuring the pupils voice is heard and issues dealt with. In KS2 a white cards are available for pupils to write their concerns on and these are then posted in a central box which is opened regularly and issues dealt with as appropriate. Each KS2 class has their own worry box in which white cards can be posted to make class teachers aware of concerns. Alongside these there are celebration boxes in each classroom in which children can nominate a pupil for a special act of kindness. In UKS2 pupils also have their own diaries in which they can mention specific concerns and bring them to the attention of their class teachers. KS1 classes have a special feelings display on which pupils can express their feelings in order for teachers to respond as appropriate.

## **Special Educational Needs and Inclusion**

Children of all abilities and beliefs should have access to the PSHE / PSED curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Inclusion Leader and PSHE co-ordinator. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. PSHE positively supports the school's policy for inclusion. It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE / PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place. All children need to feel valued and should be given the opportunities to succeed to the best of their abilities.

## **Confidentiality**

Class Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner and in confidence. Class ground rules are established during PSHE activities to ensure children feel safe and are willing to explore sensitive issues. Staff are always available to discuss issues with any parents. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal

substance use) then clearly such matters cannot remain confidential. Staff will report such incidents to the Designated Safeguarding Lead who will decide whether the matter should be dealt with as a child protection issue (see Safeguarding and Child Protection Policy.)

## **Resources**

SEAL

[http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66393?uc=force\\_uj](http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/node/66393?uc=force_uj)

PSHE Association guidance

Go-Givers: <http://www.gogivers.org/>

Friends For Life

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>  
<http://www.stonewall.org.uk/get-involved/education>

The school has a varied selection of resources available and they include reference books for children and teacher resource books. The PSHE leader has access to the library loan scheme for PSHE resources. There are a range of fiction books to support PSHE themes in the pastoral room which staff and children are both encouraged to borrow.

## **Staff development and training opportunities**

To develop staff confidence and competence:

- the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.

## **Assessment and Recording**

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children are also encouraged to assess themselves and their peers. Children's work is kept in their topic book, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the Inclusion Leader to identify pupils' progress which is well above or below that which is expected. Reporting to parents occurs annually with a written report and through twice yearly meetings.

The PSHE Policy should be read in conjunction with the Drug Education Policy, Sex and Relationships Policy and Healthy Eating Policy.

## **Review**

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017  
Claire Carr  
PSHE Subject Leader

Review – May 2019