

Dallimore Primary and Nursery School

PSHE Policy

Personal, Social, Health and Economic education (PSHE) is concerned with the acquisition of knowledge, skills and attributes that children need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain (DCC 'PSHE Matters').

It is our aim to deliver a PSHE programme where pupils achieve their academic potential, and leave school equipped with skills they will need throughout later life as individuals, family members and members of society (PSHE Association, 2016).

Aims

Our PSHE programme is a whole school approach and not restricted to the classroom. As a THRIVE school, PSHE is rooted in the ethos of our school. Our pupils participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully into the life of the school and community.

At Dallimore Primary and Nursery School, we follow the Derbyshire County Council scheme of work: PSHE Matters – A PSHE Curriculum for Primary Schools. With reference to the PSHE Programme of Study and the PSHE Association, the programme is based around ten main principles of effective PSHE:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead to happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles.
5. Provide information that is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and progress and transfer the skills they have learnt into their school and wider community.
7. Recognise that PSHE needs to link with other school approaches, pastoral support, and provide a setting where the responsible choice becomes the easy choice. Staff, families and the wider community are encouraged to get involved.
8. Embed PSHE within the whole school so that children and young people have positive relationships with adults, feel valued and the most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where everyone can develop the confidence to ask questions, challenge, draw on their own experiences, express their views and opinions and put what they have learned into practice in their own lives.

Using the key principles above, PSHE is guided by the values of:

- Honesty
- Kindness

- Trust
- Responsibility
- Friendship
- Self-control
- Empathy
- Respect
- Tolerance

Content

EYFS

In the EYFS, PSED is a prime area of learning consisting of three strands:

- Managing feelings and behaviour
- Making Relationships
- Self Confidence Awareness

As a prime area, PSED is embedded in everyday practice in Early Years. PSED is developmental, not a curriculum that requires discreet teaching.

Development Matters sets out suggestions for how practitioners should observe the Unique Child, Develop Positive Relationships and provide Enabling Environments as children move through Early Years. There are strong links between the Early Learning Goals for PSED and Communication and Language.

Children are regularly provided with age appropriate opportunities to develop skills such as speaking in a familiar group (PSED) and listening attentively in a range of situations (CLL)

In Reception children are introduced to Thrive time; this is a weekly session and takes place with the children in small groups to allow maximum participation from the children.

Each term we plan some sessions to link with the modules covered in KS1 and KS2. Other sessions may be linked to the current theme or special events eg anti bullying week. At other times sessions are planned to respond to a specific need.

Throughout their time in the EYFS, children's progress is tracked using Development Matters, based on the teacher's observations of the children. At the end of Reception children are assessed against the Early Learning Goals. This is a best fit judgement, based on the teacher's knowledge of the child.

KS1 and KS2

Years 1 to 6 use Derbyshire County Council's 'PHSE Matters' scheme of work and is implemented on a two-year cycle.

Cycle 1

Module			
Relationships	Year 1/2	Year 3/4	Year 5/6
Bullying Matters (Anti-bullying wk)	Year 1/2	Year 3/4	Year 5/6
Being Healthy (Safer Internet day)	Year 1/2	Year 3/4	Year 5/6
Exploring Emotions	Year 1/2	Year 3/4	Year 5/6
Difference and Diversity	Year 1/2	Year 3/4	Year 5/6

Being Responsible	Year 1/2	Year 3/4	Year 5/6
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Cycle 2

Module			
Money Matters	Year 1/2	Year 3/4	Year 5/6
Being safe (Anti-bullying wk)	Year 1/2	Year 3/4	Year 5/6
Drug Education (Safer Internet day)	Year 1/2	Year 3/4	Year 5/6
Changes	Year 1/2	Year 3/4	Year 5/6
Being Me	Year 1/2	Year 3/4	Year 5/6
Growing up	Year 1/2	Year 3/4	Year 5/6

All teachers use and adapt the planning suggested in 'PHSE Matters' so that the needs of their classes are met.

Evidence of learning is shown in our class Thrive Time Books.

We aim to use a range of active teaching and learning ideas such as:

- > Circle Time
- > Class and group discussions
- > Questioning
- > Debate
- > Role Play
- > Mind Mapping and Brain Storming
- > Hotseating
- > Mixed media – videos, film clips, internet research
- > Creative writing
- > Art tasks

In addition to the curriculum, we have a wide range of PSHE linked learning within school. Some examples include:

- * The GREAT project
- * The Art of Being Brilliant
- * Y3/4 Condoover residential
- * Y6 Lea Green residential
- * Safer Internet Day
- * Anti-Bullying
- * Visits from PCSO
- * Road safety
- * Mindfulness
- * Red Nose Day
- * NSPCC
- * Enterprise
- * Healthy Eating initiatives

Relationships and Sex Education (RSE)

Relationships Education becomes compulsory in primary schools in September 2020. Please see the separate RSE policy about how we meet this responsibility. On the two-yearly cycle, this is taught through the 'Growing Up' topic.

Assessment

Assessment is central to effective, quality teaching and learning in all subjects, including PSHE.

Baseline activities are used to find out what children know at the beginning of each topic. Summative assessment opportunities show what has been learnt by the end of the topic.

On a termly basis, teachers record any children who are not achieving (using the programme of study objectives) so that further actions can be implemented as needed. This usually takes the form of a Thrive referral so that further pastoral support can be accessed if appropriate.

The children are given regular opportunities to reflect on and identify what they have learnt as this encourages independent learning.

Equal Opportunities

All children participate in PSHE lessons. We are an inclusive school and ensure that boys, girls, pupils with SEND and children from all social and cultural backgrounds are treated fairly and with respect. Teachers ensure that the learning environment is a 'safe space' where clear boundaries and rules have been set and all children and young people know that they will be listened to and valued.

The Role of the Co-ordinator

At Dallimore Primary and Nursery School, the PHSE co-ordinator will:

- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Assist staff with the planning and delivery of PHSE as needed
- Participate in training
- Pass on relevant developments and initiatives to staff
- Ensure school is well resourced so that PHSE can be taught effectively (within the limits of the budget)

Review

This policy will be reviewed regularly in-line with the school's policy review timetable.