



ANSTON BROOK AND WOODSETTS FEDERATION

PSHCE POLICY

PSHCE Education

Links with other policies

This policy should be read in conjunction with the Drug Education & Relationships and Sexual Health Education policies, which are attached as appendices.

Appendix 1: Examples of teaching and learning strategies

Appendix 2: Additional resource details used in school by year group

Appendix 3: Outline of PSHCE education scheme of work

Appendix 3: Relationships and Sexual Health Policy

Appendix 4: Drug Education policy

Introduction

Personal, Social, and Health Education and Citizenship Education (PSHCE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future.

At Woodsetts/Anston Brook Federation, we follow good practice relating to PSHCE as outlined in the National documentation:

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013 states:

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.”

The guidance also states the PSHE curriculum should reflect the needs of the pupils, and that the DfE...

“.. expects schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.”

In addition, PSHE plays a key role in supporting the expectation both in the Education reform Act* of 1988, requiring schools to provide a broad and balanced curriculum and also of the new National Curriculum framework**; they both state that, ‘every (state-funded**) school must offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical**/cultural* development of pupils, and:
- prepares pupils for the opportunities, responsibilities and experiences of later**/adult* life’.

The DFE finally state that:

“Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in

statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.”

The DfE guidance: *Personal Social Health and Economic (PSHE) Education for schools* Sept 2013

PSHE also helps our school to fulfil its responsibilities to progress pupils' good Spiritual, Moral, Social and Cultural development (SMSC) and to ensure pupils are properly safeguarded, supporting Ofsted requirements.

We also ensure that children are prepared for Life in Modern Britain and they are fully informed of the prevention of exploitation via positive relationships work such as anti-bullying and e-safety.

We have published the outline of our PSHE curriculum on the school website as directed by the DfE in September 2013.

Aims and Objectives

PSHCE enables children to become healthy, independent and 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 so doing we help their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible;
- Learn to keep themselves and others safe;
- Develop effective & satisfying relationships ;
- Learn to respect the differences between people;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

Detailed objectives are outlined in the schemes of work

Teaching & Learning Strategies

When teaching any aspect of PSHCE, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by

reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practice them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology for example, group work in a design technology activity which requires communication and co-operation between group members for the task to be completed.

Examples of teaching and learning approaches in PSHCE are explained further in appendix 1, and include the use of circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction, 'draw & write', circle of feelings & material from the media, e.g. DVD's.

Curriculum organisation

PSHCE is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHCE may be taught as a discreet subject, and to a large extent it can be covered through other subjects and topics. However, we advocate that PSHCE features within the Primary curriculum as a discrete lesson, varying between 30–45 minutes, depending upon the age of the children being taught and the aspect of the subject being delivered. SRE is delivered across school from Years 1 to 6. Puberty is addressed in Year 5 and in Year 6 the 'Rollercoaster' resource is used.

PSHCE is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit is offered in Key Stage 2 in year 6 where there is a particular focus on developing pupils' self esteem & giving them opportunities to develop leadership & co-operative skills.

As a school, we follow the SEAL's program. Although we see this as a resource, rather than a scheme of work to be followed, the program's six key themes help teachers to plan appropriately and to ensure the diverse range of PSHE and Citizenship topics are covered effectively in each Year Group. The PSHCE co-ordinator either leads or arranges for a SEAL assembly to be delivered to KS1 and KS2 at the beginning and end of each half term.

Role of the PSHCE Co-ordinator

The PSHCE Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of their plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHCE and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHCE

Resources

The resources used to support this area of work are listed in Appendix 2. All the resources used:-

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHCE

Use of Visitors

When using visitors to support the delivery of the scheme of work we follow the good practice as outlined in the **Visitors Policy- Working in Partnership** (WiP) document produced by South Yorkshire Healthy Schools/settings. We ensure that visitors are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson. (see Planning Checklist in the WiP document). Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHCE are aware of relevant policies (for instance, behaviour management, Relationships and Sexual Health education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHCE co-ordinator holds an overview of the visits and visitors being used to support the PSHCE curriculum, and has responsibility for planning such opportunities across the school.

The school uses the '**Working in Partnership**' document produced by South Yorkshire Healthy Schools to plan and evaluate visitor contributions.

Assessment, reporting & recording

Assessment is as central to PSHCE as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHCE particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHCE for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHCE and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

The school uses the Rotherham Healthy Schools Assessment Tool for Key Stages 1 and 2, there is a whole school approach to this and the PSHCE Coordinator has responsibility to oversee and monitor the assessment process.

Review and Monitoring

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHCE, giving them information about 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 giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Extra time is allocated to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Professional Development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training via accessing CPD opportunities from the Rotherham Healthy Schools Team on specific issues (e.g. PSHE Leads meetings, RSHE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators.

Healthy Schools Week

As a school, we are committed to teaching the children about the importance of healthy minds and healthy bodies. We have always adopted a Healthy School's approach to all aspects of learning and we are proud of our Healthy School Status (due to be updated Summer 2018). To support our work on being a healthy school, we hold an annual Healthy Schools Week (July). Various activities are organised throughout the week to get both children and adults thinking about and taking responsibility for their own health. Healthy Schools Week covers a wide variety of health initiatives including, diet, exercise and safety. Outside agencies are also invited in to school to support.

Anti-Bullying/Mental Health Week

Anti – Bullying Week takes place once a year. It's a great opportunity to reinforce the messages about how the school approaches bullying; including ensuring pupils know what to do if they are being bullied, how you will deal with anyone who bullies and that everyone should take bullying seriously because of the long-term impact it can have on friendships, self-esteem as well as health and wellbeing.

Character Education

Character Education is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues. Character education is more than just a subject. It is about helping students grasp what is ethically important in situations and how to act for the right reasons, such that they become more autonomous and reflective in the practice of virtue. Students need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones. In this process, the ultimate aim of character education is the development of good sense, or practical wisdom; the capacity to choose

intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices and the growth of ethical insight.

Careers Day

Careers Day takes place once a year and gives pupils the opportunity to explore what they might be doing and where they might be in the future.

The aim of Careers Day is to:

- Experience jobs and higher education
- Understand the skills/qualities needed for different kinds of jobs
- Broaden their perspectives on jobs
- Experience interview process

Appendix 1

Examples of Teaching & Learning Strategies

(i) *Use of fiction*

Stories may be used in two main ways PSHCE. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently. Thirdly they provide a useful distancing technique so as not to encourage personal disclosure.

(iia) *Role play and drama*

Role play is particularly significant in allowing children to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

(iib) *Hot seating*

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

(iic) *Tunnel of Thoughts*

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

(iii) *Brainstorm*

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

(iv) ***Pair and Group Work***

Sometime in PSHCE sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

(v) ***Carousel***

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

vi) ***Circle Time***

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self-esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities, are explained below. (*The Rotherham Healthy Schools Resource, **Let's Get Round To It** is a comprehensive resource for planning Circle Time.*)

Rounds

Usually the children will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: children know that they may only speak when holding the 'object'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

Games

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self-esteem and social skills.

Puppets

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

(vii) **'Draw and Write'**

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2; it can also be accessed via the internet.

(vii) **Circle of Feelings**

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

(ix) **Film clips**

There are many film clips available via the internet and also on DVD's, including some television programmes e.g. soaps, available which are of good quality and useful in delivering PSHE & Citizenship. The principles of active learning still need to be applied: simply showing a clip/film and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (eg for role-play sessions) and photographs (e.g. for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHCE.

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