

# Scraptoft Valley Primary School



## Raising Standards Teaching & Learning Appendix Y Policy for Personal, Social, Health and Economic education

### Mission Statement

**Working together to give every child an excellent education  
in a caring environment**

## **National Curriculum 2014**

“All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”

### **Aims**

To enable our pupils to become confident citizens by providing them with knowledge and understanding so that they will:

- Stay as healthy as possible.
- Keep themselves and others safe.
- Have worthwhile and fulfilling relationships.
- Respect the differences between people.
- Develop independence and responsibility.
- Play an active role as members of a democratic society.
- Make the most of their own and others abilities.
- Leave school prepared for life in modern Britain.

### **Objectives**

**Early Years Foundation Stage** (EYFS). We teach PSHE in the EYFS as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children’s work to the areas of learning set out in the EYFS guidance to develop a child’s personal, emotional and social development. We also support PSHE through other areas of learning such as Understanding of the world, Literacy and Communication and Language.

During **Key Stage One** children will have the opportunity to:

- Build upon their experiences in the Foundation Stage.
- Learn about themselves as developing individuals and as members of their communities.
- Learn basic rules for keeping themselves and others healthy and safe.
- Learn and apply basic rules for behaving well.
- Have opportunities to show they can take responsibility for themselves and their environment.
- Begin to take an active part in the life of the school.
- Learn about other people’s feelings and needs.
- Learn and apply social skills such as turn taking and helping others.

During **Key Stage Two** children will have the opportunity to:

- Build upon their experiences in Key Stage One.
- Learn about themselves as growing and changing individuals with their own experiences and ideas.
- Become mature, self- confident and independent.
- Learn about the wider world and the interdependence of communities within it.
- Develop a sense of social justice and moral responsibility.
- Develop as young adults and face the changes of puberty with encouragement and support.

- Learn how to make confident and informed choices about their health and the environment.
- Develop their understanding of life in modern day Britain.

### **Learning Outcomes**

By the end of the ***Foundation Stage*** most children should be able to:

- Be confident to try new activities, initiate ideas and speak in a familiar group
- Have a developing awareness and understanding of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people
- Respond to significant experiences, showing a range of feelings when appropriate
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly
- Understand what is right, what is wrong, and why
- Consider the consequences of their words and actions for themselves and others

At the end of ***Key Stage One*** children should be able to:

- Participate in simple discussions where they can express their views and opinions and recognise what is fair and what is not.
- Recognise and deal with their feelings in a positive way.
- Follow rules for the school and classroom with an understanding that rules are there to help them.
- Know that they belong to various groups or communities.
- Recognise things that improve or harm their local, natural and built environment.
- Make simple choices that improve health.
- Understand rules of basic safety e.g. road safety and people who help to keep us safe.
- Identify and respect the differences and similarities between themselves and other people.
- Recognise that bullying in any form is wrong.

At the end of ***Key Stage Two*** most children should be able to:

- Research, participate in discussion and write about both topical issues and their own opinions on issues important to them with a developing sense of fairness.
- Face new challenges e.g. moving to Secondary School (Key Stage 3) with a positive approach.
- Realise the consequences of anti-social and aggressive behaviour such as bullying and racism.
- Recognise that there are different kinds of responsibilities and duties at home, in school and in the community.
- Understand that they need to make responsible and informed choices, seeking help when appropriate to take action and make changes.
- Appreciate the cultural diversity that exists in the United Kingdom and use their imagination to understand other people's views and experiences.
- Recognise the factors that contribute to a healthy lifestyle including exercise and diet.
- Understand how their bodies and emotions will change during the approach to puberty and know how to deal with this change in a positive way.
- Recognise the effects and risks of both legal and illegal drugs.

- Decide how to behave responsibly in situations where risk exist, e.g. sensible road use.
- Recognise that there is pressure to act in unacceptable ways, know techniques to resist the pressure and know where help is available.
- Have a caring attitude towards others and see things from other peoples' points of view.
- Understand the range of similarities and differences that exist between people.

### **Planning, Assessment and Reporting**

Planning, assessment and reporting will be carried out in accordance with School Policies.

#### **Planning:**

As PSHE is a non-statutory subject in the new National Curriculum. We at Scraptoft Valley Primary School, are using the PSHE programme of study, Jigsaw.

PSHE can be planned both as short lessons such as circle time and as part of other curriculum areas in order to develop cross curricular links. There is an element of PSHE in every lesson that is taught and is embedded within our curriculum and school ethos. This is manifested in the atmosphere within the class, the development of social skills and the opportunities for the children to express their views and opinions. It is a part of the ongoing planning for the personal development of both the class and individual children.

It is important to note that often opportunities to further personal development cannot be planned and must therefore be dealt with as they arise in a positive way that extends the personal development of the children. PSHE is evident in daily school life.

- Long term plans will be linked with the publication, Jigsaw.
- Medium term plans will be organised in 6 week modules which will focus on a particular theme (See Jigsaw publications).
- Short term plans will be prepared weekly and are differentiated as appropriate. There are six lessons for each module. These can be taught as 6 separate sessions or condensed into less lessons. (See Jigsaw).

#### **Assessment:**

There are no level descriptions for which to assess PSHE by, but it is essential to evaluate the effectiveness of the planned provision by:

- Observing individual and group behaviour and making evaluations about its quality and standards.
- Using the system of Assertive Discipline to evaluate the extent to which rules are followed and incidents dealt with.
- Encouraging children to articulate their own development.
- Providing opportunities for children to record their feelings and successes as part of their Records of Achievement.
- Drawing upon comments from staff, governors, children, parents and visitors to the school and acting upon them as necessary.
- Assessments are recorded on Target Tracker.
- Assessment guidance is shown in the Jigsaw scheme of work.

#### **Reporting:**

- Parents will be given information regarding their child's personal development at Parent's Evenings.

- Annual reports will include comments on personal and social development.

### **Methods of Delivery**

Opportunities for the development of PSHE and citizenship will involve:

- Whole school
- Key Stage groups
- Year groups
- Whole class
- Group work – both ability and social
- Paired work
- Individual work

### **Differentiation**

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks.
- Providing different tasks.
- Use of a wide range of resources/materials which are selected to meet pupils' needs.
- Support offered to pupils.
- The response to work and learning given by the teacher.
- Appropriate grouping of children.

### **Equal Opportunities**

We will adhere to the Scraftoft Development Group statement for all curriculum policies, which states:

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others.

We will ensure that:

- all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities
- all children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- there are good adult role models in school.

### **Inclusion**

Every child at Scraftoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

## **Special Educational Needs and Disability (SEND)**

PSHE & C is a Non Core subject within the National Curriculum, and each child at Scraftoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfill their potential in this area.

## **EQUALITY AND DIVERSITY STATEMENT**

**(Please refer to our Single Equality Policy and equality objectives)**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## **Review**

This policy will be reviewed every three years or revised in the light of any new legislation.