

Hayfield Primary School

Policy for

**Personal, Social,
Health & Economic
Education**

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Personal, Social, Health & Economic Education (PSHEE) Policy

School Context

Our school is in the High Peak of Derbyshire and serves the village of Hayfield and the surrounding areas. The vast majority of local children in Hayfield attend the school, which is seen as the centre of the community and highly valued by parents who work closely with and support the school. As of September 2014, there are 185 pupils on roll – the vast majority of whom are of British White ethnicity and almost two-thirds of whom are boys - taught in seven mixed-ability classes from Reception to Year 6. Numbers on roll are relatively stable and, after a dip in 2012-2013 and a further small dip in 2013-2014 (small intakes in reception; large classes leaving Y6), should increase in the future due to a slight rise in the birth rate locally. Mobility rates are generally low, and attendance is good, currently at 96.4%.

There are five full-time class teachers and the other two classes are taught by part-time teachers – this equates to 6.9 FTE, plus the headteacher. A part-time teaching assistant supports each class every morning, and our two of our very experience HLTAs cover most of the teacher's PPA time. An additional teaching assistant supports a pupil with a statement. We also have the benefit of a large number of parent helpers and community friends who listen to children read, attend school trips, join/lead working parties, support the learning of small groups of pupils, run lunchtime/after school clubs and offer their skills, e.g. art, journalism, IT, sports, gardening, to support class teachers in the delivery of our creative curriculum.

When pupils arrive in school in the Reception class they are generally achieving in line with age related expectations, although we have an increasing number, usually boys and often summer born, who are behind in the prime areas, especially in Communication and Language, which means that more children are still 'emerging' in specific areas of development such as Literacy and Maths by the end of Reception and need ongoing support to catch up with their peers throughout their time in school. Many learners, however, having attended pre-school settings, arrive at Hayfield with particular strengths in their social skills.

Attainment and progress at Hayfield is good. Over the last three years, standards have risen significantly, so that children at the end of KS2 are now attaining well above national average overall and significantly above in Reading and at Level 5+ in all areas. Latest school developments include Enterprise Education and a stronger focus on sports and environmental topics, as we work towards achieving Green Flag Status.

Local Authority figures indicate that our school is in the most prosperous 10% of schools in Derbyshire. Hayfield has a mixture of professional families and families who work the land. The majority of houses are owner occupied, although the catchment does contain a small number of families from social housing. There is a small but significant amount of 'hidden' rural deprivation and an increasing pocket of poverty within the catchment area. However, only 3.5% of pupils are entitled to free school meals (September 2014). This has a detrimental effect on our budget, since the pupil premium funding we are granted is very small. The number of children with additional needs is roughly in line with national average.

Our Vision and Aims

Our pupils will be happy, healthy and respectful individuals, with a positive attitude to learning and life. They will be resourceful, independent thinkers and have the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **Be happy and secure** - Know how to keep themselves healthy and safe.
- **Have good self-esteem** - Develop a strong sense of self worth, with the resilience and confidence to achieve success (and make mistakes!), develop own interests, strengths and talents, and fulfil potential.
- **Love learning** - Experience a rich, vibrant and engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **Make excellent progress** - Make excellent progress across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **Be a good citizen** - Develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **Form positive relationships** - Know how to be a good friend – be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and Music

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

1. Introduction and Rationale

This school is committed to investing in the personal development and well being of our pupils. Happy, healthy children are in a position to learn more effectively and so by teaching this subject, we help children to achieve their academic potential.

Personal, Social and Health Education (PSHEE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives within society, and to become informed, active, responsible citizens. PSHEE is central to our whole school ethos.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community. In doing so they learn to recognise their own self worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally, socially and emotionally, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and electing leaders, e.g. house/games captains, playground buddies, enterprise ambassadors, eco warriors. We also teach them about business and enterprise, thereby developing their understanding of money and economics.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The National Forum for Values in Education and the Community defined a statement of values, which we at Hayfield share:

The self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development

Relationships

We value others for themselves, not only for what they have or can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

Society

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

Environment

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

The importance of PSHEE in the curriculum

Whilst PSHE education remains a non-statutory subject, section 2.5 of the new National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’ And that: ‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life’.*

The 2013 Ofsted PSHE report highlights the relationship between a school’s PSHE provision and overall effectiveness, noting: *“a close correlation between the grades that the schools in the survey were awarded for overall effectiveness...and their grade for PSHE education...”*

It is important to note that if PSHE lessons are observed as part of a Section 5 inspection, Ofsted will expect the same standards of teaching and learning as they would in any other subject.

2. Aims and Objectives of this Policy

Our aim is to teach a set of essential PSHEE knowledge, skills and understanding for learning and life, which are in line with our policy on Enterprise Education and the enterprise skills we teach across the whole curriculum.

Knowledge and understanding

- Learn and understand physical development at appropriate stages
- Understand human sexuality, sexual health, emotions and relationships
- Learn about a safe and healthy lifestyle based on accurate information
- Learn about seeking appropriate help and advice
- Learn about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learn about their community and the society of which they are a part
- Learn about how our society is structured and functions
- Develop the knowledge, skills and personal values to reflect on current affairs
- Develop pupils’ understanding of rules and laws

Attitudes and values

- Learn the importance of values and individual conscience and moral considerations
- Learn the value of family life, stable and loving relationships for the nurture of children
- Learn the value of respect, love and care
- Explore, consider and understand moral dilemmas
- Develop critical thinking as part of decision making
- Learn to respect and value difference and diversity

- Have structured opportunities for the exploration of personal attitudes and values
- Explore attitudes and values towards drugs, drug use and drug users
- Develop independence and a sense of responsibility for own actions

Personal, social and emotional skills

- Learn to manage emotions and relationships confidently and sensitively
- Learn to manage change
- Develop self-respect and empathy for others
- Learn to make choices based on an understanding of difference and with an absence of prejudice
- Learn to make informed choices
- Exploring the risks and consequences of their own and others' actions and choices
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse
- Develop inter-personal skills
- Develop a sense of belonging
- Have opportunities to develop a positive self image
- Learn about themselves
- Learn about playing a positive and active role as citizens

3. The Role of the Subject Leader

The subject leader is responsible for leading the subject across the school, for ensuring that:

- For supporting staff with planning, teaching and assessing PSHEE, informally and through training
- PSHEE is taught regularly as part of the school curriculum and that teachers follow the scheme of work in place
- Teachers apply learning in PSHEE across the whole curriculum, ensuring that they model good practice and that children are practicing and developing their skills
- Curriculum provision is full and complete, and that continuity and progression are built into the scheme of work used to deliver PSHEE
- PSHEE is planned appropriately, and that objectives are differentiated to meet individual needs
- Teachers build in assessment opportunities and keep pupil records of achievement for reporting purposes and to inform future teaching
- The teaching and learning of PSHEE is monitored through lesson observations, planning and book scrutiny, and observation of the general behaviour of pupils in and around the school
- She keeps up with changes in legislation and current thinking and guidelines with regards to best practice, and sharing this with staff
- Action plans are drawn up to ensure that the subject is developed and improved in line with the needs of the school and its pupils, and with current national and local developments

- Developments are reported to governors annually and that policy is updated bi-annually, or as statutory requirements or guidelines dictate.

4. Planning, Teaching and Learning

All pupils receive regular, timetabled PSHEE teaching. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. The Derbyshire Children & Young People's Health Promotion Programme called 'ASK about life', which incorporates SEAL, is used to deliver all aspects of our PSHEE curriculum, including Drugs Education and RSE (Relationships and Sex Education).

Each year group studies six of the twelve topics in this programme, ensuring that all twelve units are covered by the end of each key stage (see Appendix 1). PSHEE is taught both as a discrete subject and through other subjects, such as science, English, maths and enterprise projects. It is also covered in other ways:

- We take part in National Anti-Bullying Week every year in November. We also plan to run a Money Matters Week next year.
- Circle Time and Philosophy for Children lessons also cover aspects of PSHEE.
- PSHEE topics are covered in assemblies throughout the year.
- Pastoral support for pupils who experience difficulties (please see Confidentiality Policy) covers aspects of PSHEE, as do intervention programmes such as Positive Play and Socially Speaking.
- Unplanned PSHE support happens in response to incidents, e.g. bullying, bereavement.
- Parents and pupils are given access to appropriate information through leaflets, posters and books displayed around the school and in the library.

PSHEE is planned and delivered by teachers and HLTAs. The whole school, generic 'Weekly Topic Planning' sheet is used for planning weekly lessons.

PSHEE is conducted in a safe and comfortable learning environment through the use of set ground rules and distancing techniques, so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- No one should be made to feel uncomfortable or vulnerable in any way.

Active learning methods, which encourage full pupil participation and support the development of good relationships and social and emotional aspects of learning, are used to engage the children and to maximise their learning, regardless of their gender, race or ability.

PSHEE usually takes place within mixed sex classes. A visitor, such as the school nurse, does at times supplement the PSHEE curriculum as a planned event with the

teacher present, e.g. during SRE, and this may, for some aspects of a lesson, involve separating the children into boy or girl groups.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and, if necessary, refer to the PSHEE Leader for advice and support.

Teachers will also adhere to the following guidance:

- Staff will be expected to model good practice, for example, speaking to each other politely and appropriately and discussing matters in a constructive and positive way. They will follow our 'no shouting' policy at all times.
- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting. If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- Teachers will provide opportunities for whole class, group, paired and individual study, and key time for evaluation and reflection.
- Children will be expected to demonstrate good manners, taking turns, contributing ideas, listening to each other and valuing others' contributions.
- Teachers will set the tone by speaking in a matter-of-fact way, being sensitive to the needs of individuals, and ensuring that pupils discuss issues in a way that encourage positive participation.
- Teachers will personalise the learning where possible to meet the needs of individuals through differentiation of task/expected outcome/questions asked, but will always maintain high expectations of all pupils.

5. Inclusion

The school's programme of study for PSHEE is designed to ensure that all children have full and equal access to all aspects of learning.

Children may have varying needs regarding PSHEE depending on their circumstances, ability and background. The school strongly believes that all pupils should have access to PSHEE that is relevant to their particular needs.

To achieve this, the school's approach to PSHEE will take account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Learning difficulties or disabilities
- The different starting points for different children

The school also recognises the need for extra, targeted work with vulnerable pupils, and addresses this need in a variety of ways, e.g. through intervention work; using outside agencies (e.g. the MAT, Behaviour Support, Educational Psychologist, CAMHS, the Children's Centre); working closely with parents, using the CAF process etc.

All teachers begin a topic by finding out what the children already know/can do. This enables them to plan appropriately and differentiate the work, so that they are meeting individual needs and the children are learning something new.

6. Resources

- The Derbyshire Children & Young People's Health Promotion Programme called 'ASK about life' is used to cover all areas of PSHEE. There is a hard copy in the PSHEE file in the PPA Room, and an electronic copy on the Server in Staffshare in the PSHE folder. There is also a copy in the Curriculum folder.
- Most PSHEE resources are held centrally in the PPA Room but teachers also have resources that relate to their own units of work in their classrooms.
- Resources are audited on a regular basis and new resources and teaching ideas are shared by the PSHEE leader during training and at staff meetings.

7. Assessment & Recording

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.'

From *Assessment for Learning: 10 principles* by the Assessment Reform Group (2002)

Generally, pupils' learning in PSHEE will be assessed through baseline, formative and summative assessments to ensure that new learning is taking place. It can take the form of pupil self-assessment, peer assessment or teacher assessment.

Assessment outcomes need to show impact on learners, demonstrating:

- What children already know/can do (*I already know about/how to... I can do this...*)
- An increase in knowledge (*Before, I only knew... Now I also know...*)
- An increase in understanding (*I always knew... but now I can see how it connects to... and now I can see how I could use this in my life*)
- A change in or reconfirmation of a belief (*I used to feel... but now that I understand... I now feel...*)
- A richer vocabulary (*Before, I would have said... but now I can say...*)
- Increased competence in a skill (*Before, I knew how to do/be... but now I know how to do/be...*)
- Increased confidence (*Before, I could/would say and do... but now I feel I am able to say and do...*)

Assessment is recorded in various ways, depending on the desired outcome of the lesson or unit of work. Different ways of recording assessments include:

- Writing in books

- Drawings and diagrams
- Quizzes and questionnaires
- Photographs and videos
- Presentations
- Drama and role play

Pupil outcomes should be noted in the evaluation section of the planning sheet, recording only those children who have exceeded or are still working towards the objective(s).

8. Links to other policies

- Curriculum
- Safeguarding & Children Protection
- Anti-Bullying
- Confidentiality
- Science
- Food in School
- Drugs Education and Drugs Incident
- Physical Activity and Physical Education
- Behaviour and Discipline
- RSE
- Special Educational Needs
- Equality
- Health & Safety

9. Policy Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors, the school community nurse and our local Healthy School Standards representative. It will be reviewed on a bi-annual basis, or sooner if there is a change in legislation or government/local guidance.

This document is freely available to the entire school community. It has also been made available through the school newsletter, website and prospectus.

This policy was approved by the governing body on:

Review date	Signed by Chair of Governors	Signed by Headteacher

