TUTSHILL CHURCH OF ENGLAND SCHOOL

POLICY FOR PSHE

(Teaching & Learning Policy)

*‘Love One Another, Know Ourselves, Believe and Grow’*

Date: Spring 2018 Review Date: Spring 2019

**Ethos**

**The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.**

**Overview**

The National Curriculum states that all schools should make provision for personal, social, health and economic education. (PSHE) 'drawing on good practise'. PSHE education should contribute to the school's statutory duties outlined in the Education Act of 2002 to provide a balanced and broadly-based curriculum. The Government’s latest review of PSHE in March 2017 concluded that, due to the ever changing and increased risk in our society, it will now be statutory to teach Sex and Relationships Education (SRE) in a way deemed suitable for the faith, age and stage of pupils in all schools. Further guidance is to follow, allowing schools time to implement changes before of a review of the subject in September 2019.

At Tutshill CofE Primary we have developed a programme of study based on that developed by the PSHE Association.

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing

2. Relationships

3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development and should be read in conjunction with these.

The programme of study will continue to be an integral part of the school curriculum and will always be taught in a sensitive manner appropriate to the needs of the individual child. It will be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

Because PSHE education works within pupil’s real life experience, it is essential to create a safe and supportive learning environment. Clear ‘ground rules’ and a confidentiality policy are in place to ensure this. In the course of PSHE education lessons some children may indicate that they are vulnerable or ‘at risk’. We will ensure that where pupils indicate that they may be vulnerable and at risk they will get appropriate support (see safeguarding policy).

Equality and Diversity

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude and recognise that particular effort may be required toensure that all groups prosper, including those with special educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language or who have frequent moves and lack stability leading to time out of school (e.g. children in care); children who are caring for others or who come from homes with low income and/or in adequate home study space; those who experience bullying, harassment or social exclusion; with low parental support or different parent expectations; those with emotional, mental and physical well-being needs: those who exhibit challenging behaviour; or those who come from ethnic minority groups including travellers, refugees and asylum seekers.

Values

Our PSHE programme strives to promote the core values of

Forgiveness, Compassion, Respect, Responsibility, Creativity, Courage and Perseverance

which stem from our school vision

*Love One Another, Know Ourselves, Believe and Grow*

**Aims and objectives of our PSHE programme**

At Tutshill CofE Primary we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.(See Safeguarding Policy.)

We therefore aim to help the children to

* develop positive attitudes towards health, and lead fulfilled lives
* avoid ill-health by promoting responsible behaviour
* obtain accurate information, knowledge and understanding about health matters.
* understand attitudes and values which influence choices
* develop a safe healthy lifestyle with the ability to make appropriate risk assessments.
* be empowered to participate in their communities as active citizens
* develop a global perspective
* develop good relationships and respect the differences between people
* understand some basic principles of finance

Learning Objectives

Our programme aims to challenge all pupils appropriately with the learning objective of children and young people

* Developing independence of mind, self-reliance, self-discipline and self-respect.
* Developing a sense of fairness and consideration for others.
* Developing respect for ways of life, opinions and ideas different from their own.
* Understanding human growth and recognising similarities and differences.
* Understanding the nature of relationships in families, peer groups and friendships.
* Understanding the nature of rules and laws and why they exist.
* Understanding laws which promote healthy living and a safe society.
* Understanding the rights and responsibilities of citizenship.
* Understanding moral codes and the ways in which these vary between groups and cultures.
* Developing a range of personal and social skills required for everyday living.
* Taking initiatives and act responsibly as an individual, as a member of the community and as a member of the wider world.
* Being concerned for the care and conservation of the natural world.

**Key Principles and teaching**

Research demonstrates that PSHE education needs to ‘start from where pupils are’. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding or gaps in understanding to any issue explored through PSHE education. Where possible any new topic in PSHE education will start by enabling pupils to share this prior knowledge with us. It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future ‘real life’ experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

**Topics and subjects covered**

Tutshill Cof E usesthe SEAL – Social and Emotional Aspects of Learning – materials to teach many of the elements of PSHE. We recognise that there are areas that SEAL does not cover and these are addressed with specific lessons where that occurs or within other curriculum subjects such as Science or RE. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.

2. Involving children in the setting of their targets for learning.

3. Encouraging children to recognise and respect differences between people.

4. The election of a school council in a democratic manner, which actively develops the direction of the school.

5. Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school. These include:-

1. The development of each child’s ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.

2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.

3. Planning class visits and trips which widen children’s experiences beyond the immediate local environment.

4. Coming together as a school for collective worship to celebrate academic and personal achievements.

5. Planning events which encourage the school to work together for example: Christmas Nativity, International Evening, Science Week, Summer Fair.

**Health Education**

We seek to promote a healthy lifestyle and self-confidence for our community by:

1. The provision of a range of lunch time and after school clubs eg football, choir and tennis which help foster a healthy lifestyle and encourage children to explore individual talents.

2. Providing opportunities in school for children to learn a musical instrument.

3. Promoting walk to school.

4. Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall.

5. Attention to the needs of SEN/EAL children.

**Collaboration**

We seek the involvement of the whole school community through:-

1. Encouraging parents/ carers to support trips or whole school events.

2. Monthly newsletters sent to parents/ carers.

3. The Home/ School agreement.

4. The PTA

5. The Church Magazine

**Resources**

Resources for PSHE and SRE and Citizenship resource files are kept in the SEN room. All the SEAL materials are available on the server. Books, equipment and posters are stored centrally or held in individual classrooms and appropriate to key stage. We encourage and value visits from outside agencies and the Life Education Bus welcomes all year groups annually.

Monitoring & Assessment

* Through planning and the indications of targets achieved.
* Through on-going project work especially through display.
* Progress will be reported annually to parents.
* Assessments will be made at the end of the key stages by the class teacher.
* Through a selection of monitoring strategies where PSHE work is part of work in another area of the curriculum.

Sex Education

This will be delivered as part of the PSHE curriculum. Sex and relationship education will foster self-esteem, self-awareness and a sense of moral responsibility. It will acknowledge that sex education takes place from an early age in a number of contexts, home, school, etc. It will provide for all children. It will work within the contexts of different faiths, cultures, gender and age. It will conform to current legislation and will be delivered within a moral framework, where pupils should be helped to appreciate the benefits of stable, family life in all its varying forms and the responsibilities of parenthood.

Class teachers will deliver it at the level required for their age group taking account of SRE guidance given by Gloucester Diocese. The Year 5/6 class will follow the BBC Sex Education programmes. It will be periodically reviewed and evaluated at staff meetings. Parents will be informed of their right to withdraw their child.

Implementation

The areas to be covered are: Choices, Communities, Feelings and relationships, Health, Democracy, Rules and laws, Rights and responsibilities. These areas can be taught as specific topics during circle time, or as part of work in other areas of the curriculum. The use of outside agencies will be necessary to provide depth, knowledge and experience.

Health & Safety

* The LA health & safety policy has been adopted.
* Staff make relevant risk assessments for all activities off site.

**Roles and Responsibilities**

**Headteacher**

The role of the Head teacher is to monitor the implementation of policy and standards within the subject.

**Role of the link Governor** for PSHE is to monitor the role of the Subject Leader.

**The PSHE Subject Leader** is responsible for:

* Monitoring the teaching and learning of PSHE.
* Overseeing and implementing the policy.
* Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
* Attending INSET and providing staff with appropriate feedback.

Each class teacher is responsible for delivering the SEAL topics to their class and being aware of where extra lessons are needed to cover aspects omitted from SEAL.

1. **Relationship to other policies**

Health and Safety Policy

Child Safeguarding Policy

Equal Opportunities Policy

**Equality / Inclusion –**

The school recognises that it has to make special efforts to ensure that all groups prosper regardless of their sex or gender, age, sexual orientation, marital or parental status or other family circumstance, race, ethnic or national origin, colour, creed, disability, it includes those with special educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (e.g. children in care);those who as children are caring for others; who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parent expectations; those with emotional, mental and physical well being needs; those who exhibit challenging behaviour and those who come from ethnic minority groups including travellers, refugees and asylum seekers.

***Reviewed in accordance with DDA.***

**Document reviewed by T & L Committee**

**Name: ……………………………… (Convenor)**

**Signature: …………………………..**