



(formerly South London Jewish Primary School)

Personal, Social, Health and Citizenship Education (PSHCE) Policy

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CONTEXT

Mosaic Jewish Primary School's key aims are set out in the three key principles of: Inspiration, Respect and Excellence.

'PSHCE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and socio-economic communities.'

PSHE Association 2008.

Personal, Social, Health and Citizenship Education is an integral part of the ethos and values of our school and we uphold it as an entitlement for all our pupils. We are committed to a whole school approach to ensure a shared understanding of PSHCE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

This policy aims to detail our school's approach to:

- Teaching and learning within the PSHCE curriculum
- Sex and Relationship Education
- Drugs and Alcohol Education
- Drugs related incidents
- PSHCE curriculum themes including SEAL

This policy has been informed by local and national guidance including the **National PSHE framework**, the **National Healthy Schools Programme** and **Social and Emotional Aspects of Learning (SEAL)**. PSHCE supports the five outcomes for Every Child Matters and Healthy School Status. The Social and Emotional Aspects of Learning learning opportunities have also been used to inform the development of the PSHCE curriculum.

RATIONALE

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences.

'A school's PSHCE programme has a major part to play in developing young people's knowledge, understanding and values, and in preparing them effectively for opportunities, responsibilities and experiences.'

(Ofsted 2007)

In partnership with parents and carers PSHCE offers planned learning opportunities to:

- explore values, attitudes and beliefs
- develop knowledge and understanding
- develop a range of skills such as decision-making; problem-solving; communication; inter-personal skills; and how to cope with peer pressure and bullying
- develop the social and emotional aspects of learning: Self-awareness; Managing feelings; Empathy; Motivation and Social skills
- reflect on current life experiences and prepare for the future.

Personal, social and health education (PSHE) and citizenship thereby enables pupils to learn the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

'PSHCE is most effective when it uses a wide variety of active learning and assessment approaches and provides frequent opportunities for children to reflect on their own and other people's experiences so they can use and apply their learning in their own lives.'

(PSHE Association 2008).

At Mosaic Jewish Primary School we aim to create a learning environment and ethos that will support the personal and social development of each child, through the formal, informal and hidden curriculum.

Learning opportunities in PSHCE will be taught as part of a progressive scheme of learning that runs from Reception to year 6. Children will participate in carefully planned lessons that will include a range of active learning techniques. PSHCE will be supported by discrete lessons as well as assemblies, special visits and other events that will enrich the children's experience.

Links to other policies

Personal, Social and Health Education and Citizenship Education is especially related to the policies for "Teaching and Learning", and "Behaviour", "Celebrating Diversity" and the "Healthy Schools Standard" being closely linked with the personal and social development of the individual. This document deals with the curriculum content of PSHE & Citizenship, which is pro-active in teaching relevant knowledge and skills for that development. *See also: "Sex and Relationships" and "Drugs and Alcohol Education" sections of this policy.*

PSHCE AND THE NATIONAL CURRICULUM

PSHCE is established in the National Curriculum by means of a non-statutory framework at the primary phase. The NC recognises that explicit and coherent provision of PSHE and Citizenship will contribute to a school achieving two broad aims:

1. to provide opportunities for all pupils to learn and achieve;
2. to prepare all pupils for the opportunities, responsibilities and experiences of adult life.

The PSHE framework in the NC has four inter-related strands:

1. developing confidence and responsibility and making the most of their abilities;
2. preparing to play an active role as citizens;
3. developing a healthy, safer lifestyle;
4. developing good relationships and respecting differences between people.

This has been further enhanced with the introduction of the Primary National Strategy for excellence and enjoyment: **SEAL** (Social Emotional Aspects of Learning). This programme will be integrated into the school's curriculum map for PSHCE.

The objectives for PSHCE will match the age and maturity of the pupils involved. For KS1 and KS2 our objectives for pupils include:

Attitudes and Values

- to learn the value of respect, love and care
- to examine our own opinions and those of others
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to promote a sense of responsibility towards the use of drugs and alcohol
- to developing an understanding of the value of family life and an appreciation of the many different types of family
- to be aware of world issues and the role of the individual in this context

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe

- to develop the ability to give and secure help
- to develop decision-making, negotiation and assertiveness skills
- to develop an appreciation of the consequences of choices made
- to being to be able to challenge peer behaviours such as bullying

Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to learn that safe routines can stop the spread of viruses such as HIV
- to gain an understanding of drugs and the effects and risks of drugs
- to learn about the law for example related to drugs and alcohol
- to develop an understanding of difference and an understanding of the negative impact of prejudice
- to know who can provide help and support
- to gain an understanding of the changing nature of relationships including family and friends and ways of dealing positively with change

PSHCE: DIFFERENCE, DIVERSITY AND INCLUSION

The National Curriculum sets out three key principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children.

PSHCE is for all children and young people in school. At Mosaic Jewish Primary School the PSHCE programme aims to meet the needs of all pupils. To make a commitment to equality in education we need to reflect on our attitude towards difference. Any differentiation needs to be made within a context where respect and the promotion of self-respect are key.

'PSHCE education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.'

(PSHE Association 2008)

The nature of PSHCE is to focus on both the individual and how that individual relates to the world around them. For example they learn about bullying and strategies to cope with this; what racism is and how to recognise and challenge stereotypes.

Teachers will also make themselves aware of the cultural, ethnic, religious, social backgrounds and range of abilities reflected in their class. In addition, teachers will also take into account the needs of vulnerable children, for example 'Looked after children', in the planning and delivery of PSHCE lessons.

Religion and Ethnicity

In our school, we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. In line with our Inclusion Policy, we will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness, whilst maintaining the Jewish ethos of our school.

It is important for our programme of work to be both culturally appropriate and inclusive of all children. Consulting parents and children on what is included and how this is delivered may support active participation. For some children, for example, it is not culturally appropriate to address certain issues in a mixed group.

We accept that pupils and adults in our school may hold very different religious and cultural beliefs about key aspects of the PSHCE programme (for example Sex and Relationship Education). We will encourage appropriate consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our PSHCE policy and programme.

Whilst we will always try to work with parents to accommodate their wishes, we will also accept that parents can exercise their right to withdraw their children from SRE outside National Curriculum Science.

Relationships

'Developing an understanding of themselves, empathy and the ability to work with others will help them to form and maintain good relationships, and better enjoy and manage their lives.'

(PSHE Association 2008)

PSHCE will explore the nature of relationships (for example in SRE and SEAL theme lessons). The government recommends that children should be taught about the nature of marriage and its importance for family life and bringing up children. There is also recognition that there are strong and mutually supportive relationships outside marriage. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Sexual identity and orientation

Many different types of family will be represented in our school and we will ensure that the PSHCE programme is sensitive to these; including families with lesbian, gay, bisexual, or transgender parents. When delivering the curriculum we will strive not to make assumptions about the future sexual orientation of pupils or their family members.

Children with special educational needs

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in PSHCE.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and differentiate planning in order to meet the individual needs of pupils with SEN or learning difficulties. It may be helpful to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Disability Equality

'If we are disabled, either in body or in mind, treasure us especially and give us the care we need to live happily in the world'.

(UNICEF 'Rights of the child')

The Equality Act (2010) sets out a general duty for schools to promote equality of opportunity for disabled children and the development of positive attitudes. The PSHCE curriculum in our school offers many opportunities to explore concepts of similarity and difference, stereotypes and the development of strategies to challenge discrimination (for example SEAL: New Beginnings theme; PSHCE theme: Cultural Diversity – Disability Equality Education).

THE ORGANISATION OF PSHCE

Co-ordination

PSHCE at Mosaic Jewish Primary School will be co-ordinated by the Headteacher in the first instance and then the KS1 leader . She is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of PSHCE.

The PSHCE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for PSHCE & SEAL. She may lead, organise or inform staff and the wider school community of training and current issues.

Staffing

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver PSHCE. Therefore, it is our aim that all teachers will be able to deliver PSHCE in their class with support and training. Support staff and teaching Assistant's will receive training so they can work with class teachers effectively.

However, if a member of staff feels concerned about delivering an aspect of the curriculum such as sex and relationship education or loss and bereavement they should speak to the PSHCE Co-ordinator who will offer appropriate support.

Role of Governors

The governors have been consulted on this policy and have ratified it. The governors support the PSHCE co-ordinator in monitoring the implementation of this policy.

Training and Development Needs

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years.

It is essential that all staff have opportunities to update knowledge and access and resources.

All staff need time to clarify their own attitudes and assumptions, particularly about issues such as Sex and Relationship education and cultural diversity. Work in this area cannot be value free but pupils benefit from consistent messages. All staff need opportunities to clarify their understanding of the values of the school and how to work with them.

THE DELIVERY OF THE PSHCE CURRICULUM

The PSHCE programme will be delivered in a variety of ways:

- Discrete PSHCE curriculum times, which provides focused opportunities for raising specific issues in a safe and structured session. Lessons of approximately thirty minutes in Key Stage 1 and approximately forty-five to sixty minutes in Key Stage 2 are recommended.
- Cross-curricular links: when appropriate. For example aspects of SRE, will also be delivered in Science and RE
- Circle-time, planned to support the delivery of PSHCE – where appropriate;
- Assemblies will be used to introduce the half-termly SEAL themes.
- There may be other 'health days' to cover the content or develop the skills involved in the PSHCE programme, but these one off events will always be part of the planned programme.

Evidence suggests that the best approach for teaching and learning in PSHE is done within the model of Active Learning. This will include a planned learning activity (drawing on a range of learning styles – where children read; look; or do); skills practise and review and reflection.

Other Active Learning tools include:

- warm up activities;
- open questions;
- role play (particularly pertinent for skills practise but children should not be in the position of persuaders –especially in a drugs or sexual behaviour context);
- use of scenarios or case studies;
- structured debates;
- media analysis;
- trigger material;
- engaging through story;
- closing rounds.

PSHCE lessons (when appropriate) are also run within a ‘quality circle time’ model (as developed by Jenny Mosely).

Children will have opportunities to work independently and in groups. Independently they will be able to reflect on their personal needs and goals. In lessons with a focus on more sensitive subjects, it may also allow some personal privacy and thinking time before working with others.

Group work is also an essential part of PSHCE. In the same way that independent work affords a chance to reflect on the personal dimension, group work is the key opportunity to practise social skills.

So children will be enabled ...

‘... to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.’

(PSHE Association 2008).

Also both independent and group work should include elements of active learning.

As with other curriculum areas continuity and planned progression are essential in PSHCE & Citizenship. Nevertheless it is important to match the curriculum to what we know about the children, their development stage, age, needs, backgrounds etc. If the curriculum is differentiated to match these factors, this will facilitate the progressive acquisition of knowledge, understanding, skills and values.

Establishing a Safe Learning Environment

Careful thought is given to the emotional environment in the classroom. PSHCE involves some discussion of personal and sometimes sensitive issues. It is therefore important to build a climate of trust and support.

Staff at Mosaic Jewish Primary School, work to develop a safe learning environment in a variety of ways. This includes: maintaining respect, rights and responsibilities within the School Charter; devising and agreeing a set of ground rules (adapted to specific topics in PSHCE– eg in SRE use of universal language); clear learning outcomes and expectations; distancing techniques; guidance on what to share, question boxes and thought walls etc.

Confidentiality and Child Protection

Confidentiality issues are central to PSHCE. The Mosaic Jewish Primary School is committed to acting in the best interest of all the individuals within the school community. PSHCE should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all PSHCE lessons.

Different aspects of confidentiality need to be considered:

- being clear how confidentiality is interpreted in the school setting;
- minimising the risk of inappropriate or unplanned disclosure in the classroom;
- implications of disclosure for child protection.

(All staff should refer to the school policy on child protection for further detail.)

In practise confidentiality as a ground rule will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to ;
- everyone taking responsibility for what they share (children may need guidance on this issue);
- sometimes not talking about something outside the group or using names;
- the teacher being bound by the same rules, except where a child discloses something that the teacher is obliged to report. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.
- Teachers cannot offer or guarantee absolute confidentiality. It is a subject best raised during a discussion of ground rules. It can help to use words like 'keeping secrets' or 'telling' and 'good' and 'bad' secrets so that the children are clear what you are talking about.

- When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers need to be aware that effective PSHCE which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. In the event of this happening the school's child protection policy must be adhered to.

Visitors

All staff and visitors involved in the delivery of PSHCE are also clear that they cannot offer or give unconditional confidentiality to children in the school. Staff are also aware of school's child protection procedures.

Resources

All resources are selected to ensure that they are consistent with the schools ethos and values and support the PSHCE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy. The co-ordinator will allocate resources as appropriate, linked to the scheme of work. These will be stored by each year group in a 'topic box'. Some of the books are available to pupils and parents in the library.

Specific Issues

We recognise that some aspects of PSHCE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of PSHCE. Teachers and all those contributing to PSHCE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will try to ensure that a balanced viewpoint is presented however:

'The need for balance should not be regarded as inhibiting a clear stand against racism and other forms of discrimination. Our common values require that there are behaviours we should not tolerate. For example, racism, bullying and cruelty are never acceptable in any form'.

(QCA Teachers Guide, 2002, p 57)

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected. (For more information regarding: answering questions and dealing with specific issues in sex and relationship education – see SRE section of this policy.)

Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate the resources and also the teaching methods they preferred were most comfortable with and best met their needs.

Liaison parents / carers

The DFE recommends that schools should always seek to work in partnership with parents and carers. Parents and carers are informed via newsletters and through discussion with class teachers about the topics taught in PSHCE. Activities from the Gold set of SEAL materials may be given to reinforce class teaching. Yearly written reports will tell parents and carers about progress and attainment made.

Teachers act in loco parentis and (as has been outlined before) have a responsibility to ensure the safety and welfare of pupils. Parents may need reassurance that: teachers' personal beliefs will not influence teaching; and that the teaching and learning takes place within an agreed values framework in line with current legislation.

We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning PSHCE and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate.

(See also SRE section for further details of questionnaires for parents /carers.)

Liaison with partner schools

It is important that our secondary schools are aware of PSHCE delivered in our school so that they can reinforce and build on the work we have done. We make use of existing structures to communicate information about PSHCE to secondary schools.

Approaches to Assessment and recording

There are no statutory requirements for end of key stage assessments in PSHCE and Citizenship at Key Stages 1 & 2. It is, however, necessary for teachers to keep progress records and report to parents.

Also Ofsted (2007) recommend:

'improving the assessment of pupils' progress in PSHCE by evaluating changes in attitudes and the extent to which pupils are developing relevant skills.'

Opportunities for assessment are identified throughout the scheme of work for PSHCE & Citizenship. A variety of techniques for both formative and summative assessment will be used during the assessment process (not all written). Children will be encouraged to participate in the assessment process wherever possible.

Examples of observational assessment opportunities:

- Giving talks/presentations
- Writing letters
- Participating in discussions
- Taking part in role-play
- Interviewing people

Health and Safety

Please refer to health and safety policy. It is important to remember that there are HIV infected and affected children and young people and staff attending and working in schools in Wandsworth and we need to recognise that there is no legal obligation for this school to be told of the HIV status of any of our pupils, staff or parents. Consequently, we need to have good health and safety procedures securely in place.

IMPLEMENTATION OF THE POLICY

This policy, including the supporting guidance will be implemented and delivered by all staff.

Opportunities for parents to attend workshop style meetings to support the implementation of this policy will be provided.

The full policy, including Supporting Guidance and Scheme of Work is available on request to parents / carers and governors from the PSHCE Co-ordinator and Head teacher.

The review and monitoring of this policy will be the responsibility of the PSHCE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable them to carry out the above.

Governors in liaison with class teachers have the opportunity to observe PSHCE sessions. The PSHCE Co-ordinator is available to discuss the PSHCE programme with them informally. /he will report formally to the governors annually.

ACCEPTED & APPROVED BY THE FULL GOVERNING BODY

Chair of Governors:

Head Teacher:

Date:

Review Date: