



PSHE POLICY

This policy has been written taking into account our school's ethos, vision and values.

As a school we take pride in our own core values of Respect, Resourceful, Responsible, Reflective and Resilience. These core values are promoted and celebrated where possible and underpin our school ethos. We also believe in promoting spiritual, moral, social and cultural development by providing positive experiences within the curriculum and through the local community.

Introduction

At Key Stages 1 and 2, PSHE is non-statutory. The National Curriculum sets out a framework of learning objectives for each key stage. These guidelines (DfEE 1999) (See Appendix 1) are set out under 4 strands:

- (i) Developing confidence and responsibility and making the most of their abilities;
- (ii) Preparing to play an active role as citizens;
- (iii) Developing a healthy, safer lifestyle;
- (iv) Developing good relationships and respecting the differences between people.

These strands run through the framework at each key stage.

Rationale

At Hamworthy Park Junior School, it is recognised that PSHE is a vital area of the curriculum, and that children's development in these areas is also supported by the school ethos, extra-curricular activities and all aspects of their school lives.

"Personal, social, health and citizenship education helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens"

The National Curriculum Handbook; DfEE, 1999

Aims

At Hamworthy Park Junior School, we aim, through PSHE, to enable children to:

know and understand what constitutes a healthy lifestyle;
be aware of safety issues including safe use of the internet;
understand what makes for good relationships with others;
have respect for themselves and others;
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.
Be aware of their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and how to demonstrate rights respecting behaviour towards others.

The Education Act 1996 requires that schools provide a curriculum which:

promotes the spiritual, moral, cultural, mental and physical and development of pupils;
prepares pupils for the opportunities, responsibilities and experiences of adult life.

It is intended that the PSHE curriculum is a major contributor to meeting these requirements.

Links with other policies

This policy is the umbrella policy outlining the provision made for pupils' PSHE through all aspects of school life. It links with many other policies eg:

Behaviour for learning
Anti-Bullying
Teaching and Learning
S E N
Preventing and Addressing Racist Incidents
All subject related policies
Assessment for Learning
Drugs and Alcohol Education
Sex and Relationship Education
Inclusion
Confidentiality
Safeguarding
Health and Safety

Context

The PSHE programme at Hamworthy Park Junior School fulfils the requirements of the national framework for PSHE (Appendix 1).

PSHE is taught :

Through Jigsaw, Borough of Poole recommended scheme of work which encompasses work on Spiritual, Moral, Cultural and Social Development, citizenship and seal through discrete lessons (1 session per week)

through other subjects e.g. when learning about the Human Body in Science, pupils are taught about the importance of a healthy diet. Some PSHE is also taught through RE e.g. the family, relationships, empathy etc.

There are opportunities for active Citizenship throughout the school in the form of the School Council, taking part in assemblies, monitoring responsibilities and fund-raising for local charities and various clubs and committees.

Jigsaw also supports the citizenship strand through links with Rights Respecting Schools.

If using ICT to do any PSHE related work, the children are reminded to use the Internet and ICT resources safely and responsibly. They are encouraged to review the Acceptable Use Policy. There is guidance for the safe use of the Internet in the school's Internet and E-Safety Policies.

Staffing

The Head teacher and Governing Body take overall responsibility for the policy and its implementation.

The subject leader for PSHE is responsible for supporting the implementation of the Jigsaw/ PSHE programme and for monitoring its effective delivery.

Class teachers deliver the PSHE/Jigsaw integrated Scheme of Work, which includes a Circle Time programme to their own classes.

Recommended outside speakers and out of school visits are used to enhance learning as appropriate e.g. talks by local Advice Centre, School Nurse and Pastoral Care Worker, Local Councillors, the police, fire service and productions by recommended groups.

Schemes of Work

Hamworthy Park Junior School follows PSHCEE/Jigsaw in year 3 – 6.

This ensures:

Progression and continuity;

Age and developmentally appropriate content and resources.

Jigsaw covers the full PSHEC framework.

Work on Sex and Relationship education and Drugs and Alcohol education is included in Jigsaw.

There are separate policy documents for each of these areas (Sex and Relationships policy and Drugs and Alcohol Education and Managing Drug/Alcohol related incidents policy)

Outside Speakers

The school follows the Borough recommendation to maximise the use of external expertise when appropriate e.g.

the school nurse is invited to support work on puberty and menstruation during Sex and Relationship Education

Theatre company 'PS Production' support enhanced modules for Drugs and Alcohol and anti-bullying through powerful drama and interactive workshops with children.

SSCT have delivered to reinforce anti-bullying message

Teaching Strategies

Hamworthy Park Junior School recognises the importance of providing breadth of experience and opportunities to enable effective learning. We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fund-raising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour, using the Circle time model. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local community and watching productions by recommended groups, whom we invite into the school to talk about their role in creating a positive and supportive environment. We encourage the active participation of children through empowering them to make choices, ask questions, be evaluative and a real part of the decision making process.

PSHE and Pupils with SEN/EAL/A,G&T

We are an inclusive school and teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities appropriate to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Education Plans (IEPs). Children with EAL are supported to access PSHEC. Children who are able, gifted and talented in PSHE are given opportunities to develop their social and emotional skills further. Our pastoral care worker delivers additional small group PSHE / circle time sessions covering issues such as social skills and self-esteem for those children who need extra support in these areas.

Monitoring and Evaluation

The subject leader for PSHE monitors the delivery of the programme by:

Model lessons/Lesson observations/Team teaching

Discussions with pupils

Scrutiny of work/displays

Assessment and Recording

Teachers and children assess their own learning in Jigsaw. The promotion of assessment for learning means that children are assessing their own progress as well as the teachers. There are clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Teachers record their assessments of children's knowledge and understanding against National Curriculum expectations. These records are passed on to future teachers to continue, therefore showing the progress that has been made as each child goes through the school.

When using ICT the children are reminded to use the Internet and ICT resources safely and responsibly. They are encouraged to review the Acceptable Use Policy. There is guidance for the safe use of the Internet in the school's Internet and E-Safety Policies.

PSHE is reported to all parents in their child's annual written school report.