

Meadow Lane Infant School



Personal, Social, Health and Economic Education (PSHE) Policy

Last reviewed	September 2016
Review Cycle	2 Years

MEADOW LANE INFANT SCHOOL

PSHE Policy - September 2016

Introduction

At Meadow Lane Infant School the Personal, Social, Health and Economic education (PSHE) curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society.

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, the local community and the global community.

They learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. We try to ensure that the children experience the process of democracy through participation in class management and via electing a School Council. We teach children both about their rights and their responsibilities to each other.

Aims

- To ensure all staff understand and put into practice the essential components of the PSHE planning whilst upholding the School's Mission Statement.
- To promote and teach, at a level appropriate for young children, the principles of democracy, equality and inclusion and the values of honesty, trust, justice, moral responsibility and respect for all.
- To raise the self-esteem of the whole-school community, both within and outside the classroom. So that all members, pupils, teachers, T.A.s and lunchtime staff, realise their own self-worth and role within the Meadow Lane School.
- To teach pupils the skills necessary to manage their feelings, work effectively with others, communicate appropriately and make informed and reflective decisions.
- To provide all pupils with accurate information on health-related issues appropriate to their age, ability and experiences. (Sex and Relationships Education - see separate policy)
- To offer opportunities for all pupils to play an active role as citizens including taking responsibility for their own learning, for aspects of school life and working with and within the wider and global community.

Our Ethos

At Meadow Lane School all staff and pupils work together to create a positive climate in and out of classrooms. Respect is developed through sharing and taking turns in the Foundation Stage progressively to listening to the points of view of others on a variety of issues with older pupils.

Self esteem is fostered through the way we talk to each other, display work, but also through well planned PSHE lessons, circle times, Celebration assembly and Class Positive Achievement Rewards. Through activities such as Wow planning, Activity afternoons or class debates, children are encouraged to be assertive and to take control over some aspects of their school life. Group and team work is encouraged, but in addition, pupils are asked to reflect on ways of working together.

Opportunities to ensure appropriate independence are built into teaching, so that by the end of Year 2, pupils have begun to use research skills, work and think independently and are generally prepared for the transfer to the junior school. Time is made for older pupils to work with younger ones; pupils are encouraged and aided when organizing their own fund raising events; the school council follows up its own suggestions, for example: organizing their own cake sales. These are all examples of pupils taking responsibility.

Expectations of pupils by teachers and by themselves are high; pupils are encouraged to 'think big' (By this we mean 'challenge yourself', 'be the best you can be' and 'achieve your targets'). All staff, teaching and non-teaching are involved in contributing to the positive ethos. It follows that equality and fairness are concepts which are central to the fostering of identity and pride in the school. Through school council, staff meetings, classroom work on expectations, 'The Code of Behaviour' and assemblies we work towards shared understandings.

Pupil and staff morale and relationships are excellent, and keeping them that way is a priority for the school. Using opportunities in PSHE activities, we are all committed to the same aims and values, and we all work together towards common goals.

The culture of praise and encouragement is never taken for granted, and we work hard as a staff to ensure that pupils praise others, and that staff themselves are praised. Behaviour and discipline are good within the school, and through the school council, pupils are encouraged to debate issues relevant to these areas.

In summary, the creation of a positive ethos in Meadow Lane School is not left to chance. The involvement of the whole school community, especially through PSHE, enables the school to tackle all issues openly and seriously.

Organisation and Structure of the PSHE Curriculum

After consultation during staff meetings on the nature of PSHE we decided that its importance was such to warrant an hour of dedicated time in every class week. However we agreed that due to the diverse nature of P.S.H.E its integration into other areas of the curriculum should also continue. Therefore this policy should be read in conjunction with the schools policies on Drugs Education, Science, Health and Safety, Safeguarding, Inclusion, Behaviour, SMSC, SRE, R.E. and P.E.

After considering the contents of the following documents:

- New National Curriculum
- Go-Givers: A Spiritual, Moral, Social and Cultural (SMSC) Programme for Primary Schools that supports PSHE and Citizenship.
- PSHE Association Programmes of Study
- S.E.A.L
- Curriculum Guidance for the Early Years Foundation Stage
- National Healthy Schools
- Playground Peacemakers- Peaceful conflict resolution for schools by Lorna Farrington
- Health for Life: Healthy Schools/Healthy Citizens - Health Education Authority
- Developing Circle times: Positive Behaviour and Active Citizenship - Jane Gilmore
- A whole-school approach to building self-esteem - Jenny Mosley

In every class there will be a $\frac{1}{2}$ hour discrete lesson called R-Time. R-Time will focus on Relationships, in particular: www.rtime.info/uk/

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Additionally class teachers will cover all other aspects of PSHE, Citizenship and SMSC within their classes for another $\frac{1}{2}$ hour lesson. For these lessons Go-Givers will be used: A Spiritual, Moral, Social and Cultural (SMSC) Programme for Primary Schools that supports PSHE and Citizenship.

<http://www.gogivers.org/>

These lessons will focus on such topics as:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.
- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Also, the PSHE coordinator guides pupils through a programme called 'Playground Peacemakers' during half termly assemblies. This programme helps the children to apply peaceful conflict resolution strategies when in the playground setting.

After two years of development work and training our Midday Supervisors gained the new status and name of Playleaders. The School received an 'Excellence in Play Award' following this development. Playleaders continue to develop their skills and in 2014 attended further training in facilitating effective play at lunchtimes.

Our Playleaders are encouraged to make visits to classes during lessons time and are a special contact point for all children during lunchtime if needed.

The Playleaders support the classteachers in the 'Playground Peacemaker' process and apply the same sanctions, rewards and expectations, so ensuring continuity of approach.

Our kitchen staff teams joins in lunchtime training with the Head of School and are known to the pupils as 'The Super Cooks'.

Equality and inclusion

Meadow Lane's equal opportunities statement forms the basis for the statement in this policy. Key features of the statement which are reinforced through PSHE are:

- the valuing of each member of the school community for the contribution he or she make e.g. Celebration Book assemblies, Community board, praise in staff meetings and newsletters;
- consistency of treatment, e.g. that those things which merit praise are recognised by all
- equity of treatment e.g. that some pupils, in some circumstances, require more support to ensure equity.

Opportunities for curriculum enrichment in PSHE:

All pupils are offered opportunities to enrich their educational experience, and all are encouraged to take up as many as possible.

Some specific examples:

- School Choir- performs at the local church and for a local sheltered housing scheme for the elderly.
- Visits to Christ Church
- School council has representatives from Foundation Stage to Year 2.
- After school tennis, football, science, art, cooking, yoga, gymnastics and dance clubs.
- Supporting the Global issue of fundraising to build a classroom in Sierra Leone.
- Sponsoring 3 children to attend our link school in Ghana, The King's School.
- Yearly visit to all classes by cultural diversity groups.
- Awe and Wonder Experiences: e.g. hatching chicks and observing caterpillar cocoons until butterflies emerge.
- Eco-schools: Social awareness

Teaching and Learning

Teaching and Learning styles:

The promotion of good teaching and effective, enjoyable learning lies at the heart of all activity at Meadow Lane School. The teaching and learning policy emphasises active and participatory styles, stressing the importance of involving pupils in how they learn.

The nature of PSHE lends itself to highlighting best practice in teaching and learning. Because PSHE represents an approach to life as well as a curriculum experience, it is worth indicating some approaches to teaching and learning which are particularly relevant at Meadow Lane:

- Working with feelings; it is important from an early age to develop emotional literacy; and circle time is a tool used effectively at Meadow Lane.
- Understanding the views of others; role play forms an important aspect of PSHE work at Meadow Lane.
- Working with and within the community; using visitors and charity events
- Giving pupils a voice through: the school council, sports leaders, playground pals, eco council. This involves teachers in 'real' listening.
- Teacher acting as a positive role model through what they say and do.

Handling Sensitive and Controversial Issues:

A controversial issue is an issue about which there is no one fixed or universally held view. Sex education, religion and politics are examples of topics concerning values and beliefs that may arouse strong feelings. Family lifestyles and values, law and order, environmental issues, bullying and bereavement are also likely to be sensitive or controversial.

It is good practice at Meadow Lane School to seek to avoid bias by making sure every aspect of an issue is examined fairly and thoroughly. The 'Playground Peacemakers' initiative gives young children many skills in which to explore 'differences of opinion'

A secure classroom climate in which pupils feel free from fear of expressing reasonable points of view which contradict those held by their class teacher or peers is ensured by:-

- Establishing ground rules and a code of behaviour
- Deciding when to allow pupils to work in small groups and when to join in and offer support
- Ensuring all pupils are clear about the difference between fact, opinion and belief
- Deciding how far they are prepared to express their own views, working within the school's value system
- Providing appropriate support after a session for any pupils who may be troubled by an issue raised

Confidentiality:

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced.

The whole school is clear about their legal and professional roles and responsibilities as outlined in the Safeguarding Policy.

Visitors in the classroom:

Work in PSHE is illuminated by having visitors.

- The school will check the status of visitors to the school

- The school evaluates the content of the visitors talk, performance etc. to ensure suitability for age/stage of development
- All visitors will be briefed with regard to:
 - ethos of the school
 - context of class/group to be visited
 - confidentiality
- Where appropriate, teachers and visitors will work together to ensure that pre and post-visit work is undertaken effectively
- A teacher will never absent themselves while a visitor is present; the teacher is in loco parentis, and has a responsibility, to the safety and well-being of pupils.
- Pupils will be clearly briefed about the nature and purpose of the visit

Assessment, Recording and Reporting

Assessment in PSHE at Meadow Lane School is recorded formally once a year on a class sheet. Each teacher annotates on the sheet to what degree each child is working within, above or below expected emotional outcomes. However we understand that this tool is a very general guideline as more rigorous assessment would be inappropriate, as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life.

Any informal assessment within the PSHE standards covers knowledge, skills and attitudes. Informal recording developments in these 3 areas may be completed by:

- Pupil (checklist, diary, display)
- Peers (role play, videos, reflection)
- Group (mind maps on sheets)
- Teacher (checklist, role play, observations)

Assessment provides information to:

- Inform future planning
- Group children for particular activities and interests
- Ensure that the curriculum meets the needs of all children
- Promote continuity and progression
- Report to parents/carers on progress