



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School



West Didsbury CE
Primary School



St Wilfrid's CE
Primary School



Didsbury CE
Primary School



PSHE

Policy

Primary School Personal, Social & Health Education and Citizenship Policy

Introduction

Name of school: Didsbury C. of E. Primary School

Date of Policy: March 2015

Member(s) of staff

Responsible: Mr S Ball (PSHE Coordinator)

Review Date: Every 3 years

Background Information

Didsbury C. of E. is a Voluntary Aided Primary School catering for children aged between 4-11 in the City of Manchester. The children are predominantly white and come from both single and dual parent families.

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Personal, Social & Health Education (PSHE) and citizenship programme.

Policy Statement

PSHE and citizenship help 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 2000).

PSHE comprises planned provision to promote the personal and social development, health and wellbeing of pupils in a school (2003-2004 PSHE Annual report by QCA).

Other related policies and documents include the Sex and Relationship (SRE) policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of PSHE and citizenship in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The PSHE and citizenship programme at Didsbury C. of E. reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of PSHE and citizenship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family

backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Content

PHSE is central to much of the EYFS curriculum. It is embedded in the 4 themes of EYFS: The unique child, positive relationships, enabling environments and learning and development.

- The unique child focuses on the concept of each child being an individual with unique needs. Through knowledge of child development, inclusive practice and an awareness of health and safety, practitioners ensure that all children are valued.
- The theme of positive relationships supports the concept that children learn to be strong and independent from a base of loving relationships. At Didsbury C of E school, we nurture these loving relationships with both parents and the children.
- Enabling environments support children's learning, focusing on the emotional environment as well as the physical. We aim to provide a safe, loving environment where children can develop and learn.
- The theme of learning and development encompasses the six areas of learning. Personal, social and emotional development is one of these areas. We plan for PSED work each week as a discrete subject but PSED is also a part of almost every lesson and our daily interaction with the children. We spend time teaching them how to function in the nursery setting, developing good relationships with each other and a positive attitude to learning. Our simple, consistent behaviour system encourages children to behave appropriately and improve their self control. We also encourage self esteem and self care through increasing independence as they progress through EYFS.

In key stage 1 pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it.

In key stage 2 pupils learn to express their views confidently, and listen and show respect for the views of others. They recognise their own worth and that of others and face new challenges positively. Pupils learn about the bodily and emotional changes at puberty, and ways of dealing with these in a positive way are discussed. They talk about a range of jobs, understand that they will need to develop skills to work in the future and how to look after and save money. Healthy lifestyles, including what affects mental health and risks involving substances and drugs, are discussed. Various types of relationships are investigated and skills are developed to maintain good relationships or to challenge negative behaviours such as stereotyping and aggression. They learn about rights, responsibilities and duties.

The content of the sessions was decided upon after the consultation process involving pupils, parents/carers, staff, governors and the school health adviser using the QCA End of key stage statements for PSHE & citizenship as a basis for discussion.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

PSHE and citizenship should not be delivered in isolation but firmly embedded in all curriculum areas. At Didsbury C. of E. the *main* content is delivered through circle time, discrete and cross curricular work.

PSHE and citizenship is normally delivered by class teachers in mixed gender groups. Active learning methods, which involve children's full participation, are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE and citizenship in school. Didsbury C. of E. Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's relevant policies and work within them;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised-supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Evaluation of the PSHE & citizenship programme is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson.

Liaison procedures are already in place with the main secondary schools in the area. Discussions on PSHE & citizenship are included.

Didsbury C. of E. School believes in the importance of training for staff delivering PSHE & citizenship. Staff are encouraged to access appropriate training and support to help them deliver effective PSHE & citizenship.

Specific Issues within PSHE & citizenship

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective PSHE & citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Dissemination

All staff members and governors receive a copy of the PSHE & citizenship policy. Copies are available from the school office on request, for parents. A short summary of the policy is included in the school handbook.