



**Tyntesfield**  
Primary School

# **Personal, Social, Health Education (PSHE) POLICY**

**Policy approved: Spring 2019**

**Policy review: Spring 2022**

## **1. Personal, Social and Health Education (PSHE)**

At Tyntesfield Primary School, Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. It is concerned with the emotional health, well being and welfare of the pupils in our school.

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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and Eco Council. We teach them about rights and responsibilities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life, learning and being a positive member of multicultural society. Therefore there are very strong links between PSHE and our approaches to behaviour and discipline.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, others and the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The aims of PSHE and how these contribute to the school's aims.

The school aims to:

- provide opportunities for all pupils to learn and to achieve.
- promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;

- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

This links to Article 6 ‘Life survival and development’ from the UN convention. At Tyntesfield we strive to ensure that every child can achieve their full potential.

### Teaching and Learning Style

We use a range of teaching and learning styles. We place an emphasis on active learning by involving the children in discussions, debate, 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 fundraising or the planning of special events such as a presentation. We use cooperative learning structures to organise classes in such a way that pupils are able to participate in discussion to resolve conflicts, enquire and question one another/teacher and set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

At Tyntesfield we find that our interactive approach enables us to encourage:

- the participation of individuals as part of a large group;
- respect for everyone’s views
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

## **2. The Curriculum**

We have created a bespoke curriculum for Tyntesfield which includes PSHE, British Values and Relationship Education (RsE). These subject areas come under the umbrella term ‘Life Skills’. The aim of our Life Skills curriculum is to prepare children for life outside of the school gates, ensuring they have the skills and knowledge to stay safe, develop healthy and supportive relationships and deal with the challenges of growing up.

Our Life Skills curriculum covers the following key themes:

- Healthy Movement and Healthy Habits
- Healthy Thoughts
- Living in the Wider world
- British Values (The rule of law, Individual liberty, Democracy, Mutual Respect)
- Relationships Education (Families and people who care for me, Caring friendships, Being safe, Growing up, Online relationships, Respectful relationships)

Our Life Skills curriculum is also addressed through whole school and key stage assemblies where appropriate. Outside of dedicated curriculum time, issues and matters that arise in the course of discussion and from the pupils’ work are discussed and resolved. We also develop PSHE, British Values and Relationships Education through activities and whole-school events, e.g. the school

learning council representatives from each class meet regularly to discuss school matters. We offer a residential visit for Year 6 children where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills, through team-building activities. Each half term the whole school takes part in 'Wellness Wednesday' which has a particular 'Life skill' focus such as Health and Wellbeing or mindfulness.

We often introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of our local area. Through our Physical Education, Computing, Design Technology and Science curriculum, we cover important themes, which further support children in understanding how to develop a healthy body and mind considering diet, exercise, hygiene and screen time. In addition to the curriculum, other activities such as charity fundraising provides children with the opportunity to help those less fortunate than ourselves. This links to Article 27 'Adequate standards of living' from the UN convention.

### **Foundation Stage:**

We teach PSHE to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'.

### **3. Teaching PSHE to Children with Special Needs**

We teach PSHE/ Life Skills curriculum to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, British Values and Relationships Education we take into account the targets set for the children in their Individual Education Plans (IEPs) and appropriate social support.

### **4. Inclusion:**

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. All children matter and are given every opportunity to achieve their best.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles.

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:  
Creating effective learning environments; securing their motivation and concentration; providing equality of opportunity through teaching approaches; using appropriate assessment approaches; setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**These principles are at the forefront of personalised provision and are key to successful teaching and learning at Tynesfield Primary School.**

We achieve this by planning which will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds. We meet needs of all children by:

Providing resources that reflect diversity and are free from discrimination and stereotyping,  
Using a range of teaching strategies that are based on their needs,  
Ensuring access to every activity where it is safe and reasonable to do so.

This is in accordance with Article 17 'Every child has the right to reliable information' from the UN convention.

*Pupil Consultation:*

It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school learning council and Wellbeing Council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

**5. Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator concerned.

**6. Confidentiality**

Article 16 from the UN convention states that 'children have the right to privacy', with this in mind class Teachers and Teaching Assistants conduct PSHE/ Life Skills lessons in a sensitive manner and in confidence. Class ground rules are established during PSHE activities to ensure children feel safe and are willing to explore sensitive issues. Staff are always available to discuss issues with any parents. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters can not remain confidential. Staff will report such incidents to the Head of School who will decide whether the matter should be dealt with as a child protection issue (see Safeguarding Policy.)

**7. Assessment and Recording:**

Teachers assess the children's work in the Life Skills curriculum by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. Each class has a big book titled 'Our Life Skills Journal' which will document achievement and progress. Pupils individually complete a 'Gratitude Journal' during each Wellness Wednesday that is shared with parents at the end of the year with

school reports. In addition to this, teachers will also tweet using the hashtag #TPSlifeskills. This will be used as a way in which teachers can monitor and evidence pupil progress in PSHE. We report PSHE achievements to parents informally throughout the year and at Parent's Evenings. We encourage our pupils to keep records of their contribution to the life of the school and community in the school newsletter and weekly assemblies. We do not set formal examinations in PSHE/ Life Skills. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

At Tyntesfield Primary School assessment in PSHE/ Life Skills include the following recognitions of children's achievement:

Class certificates  
Medal/star assemblies  
Head/Deputy Head teacher assemblies  
Dinnertime awards  
Golden Time  
Resources

#### **8. Role of PSHE Co-ordinator**

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA courses and network meetings
- order and monitor resources.

#### **9. Visitors:**

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in PSHE education in schools"

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *guidance on good practice, DPI - Home Office (1998)*

At Tyntesfield Primary school we use several outside agencies to contribute to the PSHE programme. e.g. School Nurse, Firefighters, Community Police Officers. These visitors and regular voluntary helpers in school have been CRB checked.

All community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Preparation and planning of visits is carefully undertaken in order to maximize the benefits of the visit. Visitors and helpers are made aware of the School's PSHE Policy and expectations with regard to confidentiality and relevant staff ensure that:

- checks have been made with the LA
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

When planning out of school visits, all staff follow policy and guidance outlined in the school's Educational Visits Policy and Trip planner. This ensures that visits add to the quality of PSHE provided and secure the safety of children.

#### **10. Staff development and training opportunities**

Many of the issues raised in PSHE/ Life Skills activities are sensitive. At Tyntesfield we feel that it is important that all staff are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school-based training.

#### **11. Monitoring and review**

The PSHE and Citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of our Life Skills curriculum, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator fulfils this role by

reviewing samples of children's work in the Life Skills journals, Gratitude Journals, viewing the #TPSlifeskills and visiting classes to observe teaching in the subject.