



Draft

Bridgewater Primary School PSHE Policy

Date	Review Date	Coordinator	Nominated Governor
Oct 2016	Oct 2017	N Redden	Viv Watkins

PSHE comprises all our school undertakes to support and promote the personal and social development and well-being of its learners. In this way we will develop good citizens for the future and ensure our children have realistically high goals and realize their own worth to the community and the world at large.

PSHE is a non-statutory element within the basic subject specific curriculum for pupils undertaking the National Curriculum. The school ensures it provides a balanced PSHE provision to meet the specific needs of all learners. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

Aims

- To develop learners' self-esteem and a sense of personal responsibility.
- To promote self-respect, respect for others and celebrate diversity.
- To equip learners to live safe, healthy lives.
- To understand and manage their emotions.
- Value themselves and respect others.
- To prepare learners for the choices and opportunities of lifelong learning.
- To empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally.
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
- To prepare learners for the challenges, choices and responsibilities of work and adult life.
- To work with other schools to share good practice in order to improve this policy

PSHE enables children to practise specific skills in structured contexts and in their daily life including:-

1. Encouraging children to take responsibility for their actions through the school rules. (See the Behaviour Policy)
2. Developing children's 'growth mindset' within their approach to learning challenges.
3. Promoting children's understanding of empathy and diversity to recognise and respect differences between people.
4. Facilitating the election of the school council and school Prime minister in a democratic manner, which actively develops the direction of the school through pupil voice.
5. Supporting children to take responsibility for their behaviour choices. (See the Behaviour Policy)

There are also wider opportunities for personal and social development at school. These include:-



1. Supporting each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Considering of the holistic needs of every child with regard to their race, culture, language and faith.
3. Providing class visits and trips which widen children's experiences beyond the immediate local environment.
4. Celebrating academic, sporting and personal achievements through whole school collective worship.
5. Collaborating in special events as a school community. Example: Christmas Performances, Antbullying Week, Class Twinning, British Values Week, World Religion Day, Summer Fayre.

We seek to promote a healthy lifestyle and self-confidence for children by:

1. Providing a range of lunch time and after school clubs e.g. football, choir, dance, digital leaders, chess and homework which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting walking to school and introducing a 'Walking Zone' area.
4. Offering bicycle and scooter shelters to promote alternative methods of transport to school.
5. Providing an inclusive, nurturing environment eg a 'Nurture Lunch' that can be accessed by any child for additional support (See Inclusion Policy)

We promote the involvement of the whole school community through:-

1. Encouraging parents/ carers to support trips or whole school events.
2. Weekly newsletters sent to parents/ carers.
3. The Friends of Bridgewater Parent Group.
4. Year group blogs and Head teacher blogs.
5. 'Walk in Wednesdays' for parents to engage in morning learning activities.

Online Safety

Children are taught how to stay safe through PSHE lessons, assemblies, specialist workshops and presentations. Our teaching includes all aspects of safeguarding including staying safe online (see Online Safety Policy). The children are aware of what to do if they are worried and who to talk to in school if they feel unhappy, worried or anxious (See Child Friendly Antbullying Policy). We work with the Northampton County Council Online Safety Advisor to keep updated with regards to online safety and organise parent information evenings to disseminate guidance to parents/carers. The NSPCC come into the school to give a whole school assembly and follow up lessons to Year 5 and Year 6 on child abuse and what to do if they have any concerns around this.

Sex and Relationship Education

At primary level Sex and Relationships education contributes to the foundation of PSHE education by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for changes they will experience through puberty (See SRE Policy)



Promoting British Values at Bridgewater Primary School

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and the school is committed to upholding these values which makes our communities successful and enable our children to develop into responsible, tolerant, respectful and caring future citizens. (See Bridgewater Primary School Promoting British Values 2016-2017)

Within our school this approach is promoted through the school’s ‘Changemaker Team’ which is comprised of staff, governors and children. The team’s focus is to support children’s understanding of the British values and what it means to be British so they can see themselves as Changemakers of the world. We support children’s understanding of demonstrating empathy and embracing diversity as part of a supportive community.

Tolerance of those of Different Faiths and Beliefs

We aim to enhance our children’s understanding of the culturally diverse society within which we live and provide opportunities to enrich, inspire and promote tolerance. This is achieved through assemblies, Anti-bullying week, class discussions, RE, World Religion Day, British Values week and PSHE lessons provide a range of opportunities to celebrate diversity. Members of different faiths or religions are encouraged to share their knowledge in order to enhance learning within classes and the school.

Healthy Lifestyles

Our school participates in the Northamptonshire ‘Healthier Child Project’ and actively promotes an understanding of a healthy lifestyle. (See the Healthy Child Policy)

Teaching and Learning

PSHE is regarded as an integral part of the curriculum, 5-11. It partly comprises what used to be called the “hidden” curriculum. We ensure that our pupils are treated with the respect that we demand from others, and in turn ensure that they treat one another with respect. We ensure fair play among our pupils and endeavour to act fairly ourselves at all times. We expect appropriate behaviour from our children and encourage their social and physical development in all classroom and extramural activities. (See Behaviour Policy)

In addition to this PSHE is included discretely in long term planning and in the planning of the daily and weekly curriculum. Pupils undertake and perform regularly in Assembly, deciding the theme or topic and agreeing on the way it is to be delivered. Circle time supports personal and emotional development and underpins our behaviour policy. It is fair to say that PSHE in our school forms the basis of what we do and how we work; how we treat each other and how we treat ourselves. Health and happiness in our pupils is of paramount importance.

Curriculum Planning

The curriculum for PSHE is planned in three stages:



Long Term Planning is based on the county scheme of work, which details what is to be taught over the Key Stages and provides the topic basis for planning PSHE activities for each year group. It is monitored regularly and evaluated annually.

Medium Term Planning takes the long term plan and organizes the teaching of PSHE into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning details the PSHE activities that take place over the week. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Monitoring and Evaluation

The PSHE curriculum is monitored on a regular basis by the PSHE coordinator, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school. The PSHE policy is reviewed by the staff and the governing body.

There is no legal requirement for assessment against the end of key stage levels until the end of each key stage.

More important to the school are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. This assessment happens incidentally during classroom activities and informs the planning of the pupil's future activities.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organization. (See Teaching Guidelines and the Inclusion policy)

However when a child has very specific additional needs, support is provided firstly by the school's internal organizational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.