



School Policy Document

Title: Personal, Social, Health and Economic Education

Purpose: Outlining guidance for Personal, Social, Health and Economic Education

Lead Role Responsibility: PHSE Subject coordinator – Rebekah Boulter & Elizabeth Chamberlain

Governing Body Team or Head Teacher Responsibility: Curriculum Team/Head teacher

Reference and Source Documents: DfE Guidelines

Approved by Leadership: *In Progress*

Approved by Governing Body: *In Progress*

Reviewing Cycle: 2 Years

Next Review Due: TBA



1. Introduction:

The Children and Families Act 2014 This act reforms services for vulnerable children, by giving them greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.

It builds on the 2004 Children's Act which requires all professionals to work towards helping children achieve the five national outcomes: staying safe ; being healthy ; enjoying and achieving ; making a positive contribution ; and economic well-being.

Personal, Social, Health and Economic Education (PSHE) provides a key curriculum to achieve these. At St. Barnabas we enable pupils to develop the knowledge and understanding of their own and different beliefs. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth as well as developing respect for their environments and their communities. We teach them how society is organised and governed : they experience the process of democracy in school through the school council. The PSHE curriculum at St. Barnabas promotes self-esteem and emotional development and helps pupils to form and maintain satisfying relationships.

2. Vision statement:

Pupils learn to appreciate what it means to be a positive member of a diverse multicultural society.

3. Agreement date of Policy: TBA

4. Aims and objectives:

The aims of personal, social, health and economic education are to enable the children to :

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for 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
- to make clear the school's approach to drug education for the benefit of all school users
- to provide a secure legal framework within which staff can carry out their responsibilities
- to clarify entitlement for pupils

5. Curriculum Development and Organisation:

PSHE is coordinated, planned and delivered using The PSHE Association Scheme of Work, Coram Life Education Resources and The Christopher Winter Project (RSE) but is also provided across the curriculum in all subject areas. In some instances for example, drug education, we teach PSHE as a discrete subject. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we occasionally teach PSHE through our religious education lessons.

We also develop PSHE through activities and whole school events for example the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Bath (Year 3), Malvern Outdoor Pursuit Centre (Year4) and Isle of Wight (Year 6), where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. Each year, all children are actively involved in our Anti-bullying Week activities led by class teachers and visitors including the Police and CORAM, Life Education.

The curriculum map showing the main topics covered by each year group is to be found in Appendix 1

6. Teaching and 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 fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals less fortunate than themselves. 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. 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.

We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception classes are part of the Foundation stage of the National Curriculum, 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.

7. Inclusion and Equal Opportunities:

The PSHE curriculum is concerned with the learning and participation of all students. Teaching is planned with this in mind and Teaching Assistants are available to support all students, ensuring good progress is made.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Regular assessment of pupil needs and understanding plays a vital role here as does the provision of appropriate resources. Online resources offer a wealth of materials that can be matched to suit individual or group needs, enabling all pupils to develop their skills and understanding.

8. Roles and Responsibilities:

The PSHE Co-ordinator is responsible for

- overseeing the curriculum
- monitoring the learning and teaching
- ensuring the assessment is relevant and informative

- making purchasing decisions
- ensuring all staff are appropriately trained
- keeping up to date with developments in PSHE
- observing PSHE lessons
- monitoring / supporting planning PSHE
- preparing policy documents
- advising colleagues and helping to develop expertise
- liaising with the Senior Management team
- contributing to staff INSET training

9. Subject Monitoring / Evaluation of provision:

The PSHE Co-ordinator is responsible for monitoring and evaluating the curriculum and pupil progress. This is done through; work trawls, planning scrutinies, lesson observations, staff discussions, audits of resources and PSHE mini reviews.

10. Pupil Assessment:

It is important for pupils to have opportunities to reflect on their learning and assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact that PSHE education is having for pupils and for whole school outcomes, such as Ofsted judgements on personal development, behaviour and welfare, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.

Assessment is an integral part of the learning cycle. In PSHE we actively involve pupils as partners in the assessment process. This involves discussions with pupils about learning objectives and desired outcomes. We give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next. Assessment complements the learning and teaching progress in PSHE and contributes to the motivation and self-esteem of pupils. This in turn enhances their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

Evidence of learning comes from:

- self-assessment (checklist, diary, display or questionnaire)
- peer assessment (observation of role-play, checklist, interviewing each other about participation activities, video or audio tapes)
- whole-group assessment (brainstorms, worksheets, role-play and drama, completing sentence stems such as "I can get help from—")
- teacher assessment (checklists, written records, responses to group work activity)
- joint teacher and pupil assessment (reflection on involvement in school or community activities and ability to work within a group)
- other adult assessment (teaching assistant ; bikeability assessor ; road safety assessor)
- discussion

- role-play, hot-seating, freeze-frame and other drama techniques
- storyboards/cartoon strip/scenario script writing
- responding to a scenario, picture or video clip
- mind map or spider diagram`
- graffiti wall/'working wall'
- quiz

11. Liaison:

To ensure consistency and progression in the PSHE curriculum throughout the school we currently:-

- Meet together regularly in separate phases to discuss current PSHE issues, look at planning and moderate.
- Discuss PSHE requirements in whole staff meetings
- Attend training in key stage or whole staff groups
- Pass relevant records of attainment and pieces of PSHE work up to next class teacher

12. Home / school links:

We see the relationship with parents as very important in supporting their child's learning. We involve the parents in their child's learning by:-

- Providing regular parent's evenings which give them verbal and written information on their child's progress and their targets for the future.
- Providing half termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Providing an end of year report which outlines progress and attainment.

13. Copyright:

We follow the county guidelines regarding software copyright and data protection. All software licenses are kept securely within school.

14. Date to be reviewed TBA

Appendix 1

Drugs Education

At St. Barnabas, we are committed to investing in our pupil's health and well-being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our

approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

The Government document, Drug Strategy 2017 states that the complexity and pervasiveness of drug misuse and the harms it causes means that no one can tackle it alone. Government at both national and local levels, international partners, the voluntary and community sector and the public all have a role to play. It is vital that we do this together using a coordinated, partnership-based approach that recognises the common goals we all share – to build a fairer and healthier society, to reduce crime, improve life chances and protect the most vulnerable.

Aims:

For the purpose of this policy and our drugs education programme, drugs are defined as: a substance people take to change the way they think, feel or behave. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers. Drugs Education is part of Personal Social Health and Economic (PSHE) Education and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. Our aims are as follows:

- to increase knowledge and understanding of drugs and their effects by providing accurate information
- to improve self-knowledge, particularly in terms of risk taking
- to promote positive attitudes towards healthy lifestyles; to challenge and try to modify these when they may lead to behaviour harmful to health
- to promote a sense of responsibility towards the use of drugs
- to develop social skills such as making informed choices and resisting unhelpful pressures from peers and from advertising
- to enable young people to identify sources of appropriate support

Teaching Methods and Resources:

Safe Learning Environment

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example: Nobody (teacher or pupil) should be expected to answer a personal question- No one will be forced to take part in a discussion.

Answering and Asking Questions

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation

- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

Visitors

A visitor such as a school community nurse does at times supplement the Drugs Education curriculum as a planned event with the teacher present. See External Contributors Policy.

Inclusion and Equal Opportunities:

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs
- Pupils who are assessed to be vulnerable will receive additional drug education support e.g. one to one support, additional sessions

Drug related incidents

Details of the school's policy on responding to drugs related incidents are contained in our 'Drugs-related Incident Management Policy'. We believe that drugs education is a key element in the prevention of, and part of our response to such incidents in school. Our drugs education programme is designed to support and complement the way in which we manage drugs related incidents.

Administration of medicines

Details of the school's policy on the storage and administration of medicines is contained in our 'Drugs Management Policy'. Our management of medicines is designed to visibly and consistently reinforce our teaching and learning objectives on the safe use of medicines.

Personnel

Consultation & Training

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of drugs education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care.

In order for everyone to be consulted effectively it may be necessary to ensure that governors & parents receive awareness training &/or information about drugs. The school ensures parents/ carers are:

- Made aware of the schools approach and rationale for drug education through the policy.
- Involved in the planning and review of the drug education programme and policy.
- Encourage to support their child's learning at home through shared learning activities.

Pupil Assessment:

Pupils existing knowledge needs to be the starting point for all Drugs work. Needs assessments is built into some lesson planning as each group may have different knowledge, experience and understanding.

The elements of Drugs Education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of Drugs is assessed as part of the PSHE Education provision and builds on existing systems. The assessment, recording and reporting of drug education will take place in accordance with whole school policy.

Appendix 2

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding - emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem