



## Garlinge Primary School and Nursery

### PSHE POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

*Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.*

#### Rationale

The Personal, Social, Health and Economic aspects of school life contribute to the development of a child's individual identity and sense of self-esteem, and to their emotional maturity and readiness to learn. We seek to prepare each child to play a valuable and active role in society, and prepare them for the opportunities, challenges, experiences and responsibilities of adult life.

#### Aims

- To encourage and facilitate children to develop: independence, self-reliance, a positive self-image, consideration, respect, a sense of fairness, responsibility and understanding of their role in society.
- To be aware of, accept, and understand moral codes in society and in the school community.
- To encourage a caring attitude towards and responsibility for the environment.
- To help our pupils understand and manage their feelings.
- To encourage and establish an awareness of the means by which a healthy body and mind is maintained.
- To enable effective interpersonal relationships and develop a caring attitude towards others.

#### Objectives

To enable children to:

- Understand, accept and practice a moral code for living in society.
- Develop and practice social skills in order to interact with, live with, respect and work with others.
- Develop a sense of personal self-esteem and value their own and others specialness and talents.
- Listen to, understand and respect opinions of others
- Develop the necessary skills to become an active and valued citizen.

- Understand and practice personal safety and be aware of the safety of others.
- Understand and practice personal hygiene.
- Understand British values.

In order to achieve these Garlinge will:

- Ensure that PSHE is taught in class once a week and cross-curricular links are made where possible.
- Have regular assemblies with a PSHE theme. These may include outside visitors from charities or the local community; one assembly each week celebrates children's achievements.
- Use a School Council to give children an understanding of the democratic process and a voice within the school.
- Have whole school rules and classroom-based rewards to encourage children's moral code and sense of community.
- Provide an opportunity to attend a residential experience for children in Year 6, which makes an important contribution to the pupils' personal, social, health and economic development.

**How is PSHE taught at Garlinge?**

The curriculum is delivered using a range of teaching and learning styles. Where possible, links are made to real storybooks so that children can empathise and explore issues. Much emphasis is placed upon active learning, encouraging children to be involved directly in their learning by planning and assessing with them, and also within the school community through the School Council. At Garlinge the PSHE programme of study is taken from the Kapow PSHE/RSE scheme of learning.

**Teaching and Learning Methods**

A variety of teaching and learning strategies are used to deliver PSHE which consider pupils' age, development, understanding and needs. Pupils will work in a safe, secure climate to be able to explore their own and others' attitudes, values, and skills.

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities linked into philosophy
- Opportunities for reflection
- Respect for each genuinely made contribution
- Negotiation
- Empathy

- Self-control
- Tolerance
- A range of active learning skills to develop children's engagement and self-esteem. These include: talk partners, discussion, drama

### **Planning**

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups.

They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- Setting individual targets based on the assessment approach;
- Setting different tasks within sessions;
- Using resources appropriate to each individual.

### **Assessment**

At Garlinge, teachers integrate effective Assessment for Learning in all areas of the curriculum. In PSHE, this specifically involves:

- Assessing all children's starting point at the beginning of a unit of work
- Planning learning which builds on children's prior knowledge and shows progression in PSHE learning
- Using self and peer assessment to involve children in understanding their own learning and next steps;

### **Differentiation and Special Educational Needs and Disabilities (SEND)**

#### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

The individuality of the child is of primary importance when delivering the PSHE curriculum. It is recognised that some children mature and develop at different rates and that as individuals their personal strengths are governed by their characters as well as their learning and experiences. Teaching will recognise and build upon this. All contributions are accepted and valued, and differing opinions listened to.

## **Equal Opportunities**

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life. All pupils are entitled to become rounded and valued members of the school and local community. Teachers will ensure that this aim is achieved through appropriate access and differentiation for all.

## **Links with other policies**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Sex and Relationship Education
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Behaviour
- Anti-Bullying

## **Training and support for staff**

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

**Statutory requirements**

The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from. It is compulsory for all schools to teach Health Education. Through these subjects, we ensure we support all young people to be happy, healthy and safe – we aim to equip them for adult life and to make a positive contribution to society.