

Rowdown Primary School PSHE Policy  
**UNDER REVIEW**



**Rationale:**

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Personal, social, health, economics education (PSHEE) enables children to become healthy, independent and responsible members of society. At Rowdown Primary school 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. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

**Aims and objectives:**

The aims and objectives of learning PSHE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

**What is Personal, Social and Health Education? (PSHE)**

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHE) and citizenship.

### **Entitlement**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach Health Education under the same statutory guidance

### **Content of Dot Com program including RSE:**

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### **Planning, Teaching and learning for all areas of PSHE:**

PSHE values run throughout the daily life of school. We teach PSHE Education to all children. Teachers/Teaching Assistants deliver one PSHE session every week. The work carried out in these sessions will be drawn from plans based on the Dot Com program for PSHE or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, ICT and Literacy. We use a range of teaching and learning styles to ensure that all pupils learning styles and needs are met. Some of them are: whole class discussions, small group or pair discussions, debates, drama/role play, posters, writing tasks....

We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: different charity fundraising and class assemblies.

PSHE objectives are also taught through whole school assemblies, year group assemblies, British value focus assemblies, Anti-bullying week, and other themed events and visitors.

### **Differentiation for SEN and Able Children**

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationship and sex education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

### **Additional Pastoral Care Arrangements**

At Rowdown Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognize that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example SPILL (Speak I will listen) session, or Sessions with Learning Mentors who run a variety of small groups aimed at developing social skills, life skills and emotional resilience. They are also available to work with children on a 1:1 basis. This may be for regular or occasional support with school or home issues.

### **Nurture Group (Sunflower room)**

The school runs a nurture group during the afternoons. The group is available to children who have been identified through the Boxall Profile Assessment. The nurture group room is a space where a small group of children can work and develop social skills, life skills and emotional resilience within a more family-style setting than a normal classroom.

### **Chill and Chat Areas**

The school has a space at lunchtimes where children can go if they have issues and talk through them under no pressure with Mr Jo Bryes.

### **Monitoring and assessment**

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Teachers then provide the subject manager with work samples so he/she can monitor attainment and progression across the school. Teachers complete an assessment at the end of each key stage.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEN co-coordinator to identify pupils' progress which is well above or below that which is expected.

### **The Role of the Co-coordinator**

- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.

- Draw up key stage subject plans.
- Contribute to year group and individual teachers plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.

### **Review and Monitoring**

The policy will be monitored and evaluated by:

- PSHE Co-coordinator
- Senior Leadership Team (SLT)

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Policy date: November 2020

Review date: November 2022