ST. MARY'S BRYANSTON SQUARE
PSHE POLICY 2011

PART 1 - POLICY STATEMENT, AIMS AND PRINCIPLES

Personal, Social and Health Education (PSHE) is a life-enhancing subject! The aim of PSHE in our school is to promote the spiritual, physical, moral, social and cultural development of our children. Across the whole curriculum we will explore attitudes and values, health-related knowledge and understanding, and personal and social skills. Though the remit of PSHE is extremely broad, its nature has at its heart children's understanding of themselves and others as whole people, looking outwards to their relationships within the wider world. PSHE seeks to enable our children to become confident in themselves and in others, and to develop in them a positive, balanced physical, intellectual, emotional and moral perspective.

BASIS OF PSHE IN SCHOOL'S AIMS AND OBJECTIVES

Although PSHE at Key Stages 1 and 2 is part of the non-statutory framework, it is taught in the context of the statutory requirement under the Education Act 1996 to provide opportunities which promote the spiritual, moral, cultural, mental and physical development of children at the school and of society, and to prepare children for the opportunities, responsibilities and experiences of adult life. The school aims to provide an education *"informed by the Christian ideal, which will enable all children to fulfil their potential."*

We aim that our children will:
- learn values that build a better society;
- be prepared for the demands of the 21st century workplace;
- have positive attitudes towards equal opportunity and membership of a culturally diverse society.

As a cross-curricular framework PSHE is well placed to build up all areas of the St Mary's school community and to give coherence to the existing curriculum. We aim to achieve this by teaching PSHE in 3 strands, as below.

DEFINITION AND CONTENT

PSHE consists of:

1. 12 THEMES: We will promote understanding of health education through the topics of *drugs education, sex education* (which have policies of their own) and *healthy living* (including exercise, food and nutrition, personal hygiene and environmental and psychological aspects of health.) Safety is taught through the themes of *personal safety, sun safety/ accident prevention*, as well as *fire, rail/road and water safety. Citizenship, self and relationships, difference* (abilities, disabilities, values and attitudes) and *the world of work* are themes in which children can learn about themselves and their relationships. Many of the 12 themes are **cross curricular**, eg sun safety has to do with health, choices and responsibility and with science.
2. SKILLS: We will teach **self-awareness, social and problem-solving** skills. The skills and abilities which the children will be encouraged to develop are on-going and will be part of the teaching and learning of all year groups. These are given in the appendix.
3. DIMENSIONS: We will promote the **spiritual, moral, social and cultural** dimensions of pupils' attitudes, values and beliefs:

Spiritual development - The school promotes opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, art, music, science, religious education and collective worship, and how well the pupils respond.

Moral development - The school promotes an understanding of the moral principles which allow pupils to tell right from wrong, and to respect other people, truth, justice and the law, and how well they respond, through their

behaviour and the views they express.

Social development - The school prepares pupils for relating to others in different social settings, taking responsibility, exercising initiative, working successfully in groups and participating cooperatively and productively in the school community. Also pupils' understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.

Cultural development - The school prepares pupils to understand aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic, and the pupils' response to this provision, which may be through literature, music, technology, art and design, dance, sport and other media.

PART 2 - THE APPROACH TO PSHE: PRINCIPLES OF TEACHING AND LEARNING

Opportunities for PSHE will be created from children's interactions within the classroom and the school community. PSHE also has its own weekly 'slot' of approximately 30 minutes per week.

The themes, skills and dimensions have been incorporated into a scheme of work (see appendix below). The scheme allows for continuity and progression by dividing the 12 themes into age-appropriate learning outcomes or aims. **Two themes** will be studied by each class each term. The themes will be revisited in successive year groups, but will have a different focus.

When planning for each term, teachers will identify from the scheme of work the 2 **themes** to be taught, and may use the suggested **resources** as a focus for the work. Self awareness, social and problem-solving **skills** will be promoted within each theme. Finally, any spiritual, moral, social or cultural **dimensions** will be developed as appropriate. Teachers will use their professional judgement when organising extra resources, as well as choosing how many weeks within each term they will devote to each theme. The most will be made of the cross-curricular approach; creative linking between PSHE and subjects such as literacy, maths, science, humanities and ICT reinforces its relevance to the wider world. Children will be encouraged to take an interest in current affairs and to see how they may become informed and active citizens.

There will be no predominant mode of working, but teachers will use a mixture of:
- Draw and write, circle time and children's literature
- Educational resources, eg Health Matters, SEAL box
- formal contexts in cross-curricular work
- events which have formed part of the personal experience of pupils
- school visits and visitors to school, eg Life Education Bus, school nurse
- topic work
- informal arrangements; playtime, registration and assemblies

to develop the children's skills and abilities in PSHE. The children will have opportunities to develop their self-confidence and judgement by learning to use their knowledge to make choices and show critical awareness. They will work in a variety of group sizes in order to reflect upon and express their own thoughts and opinions.

RESOURCES

Availability: Resources consist of a wide range of teachers' resource books and manuals, children's workbooks, CD-Roms and DVDs, posters, children's fiction and non-fiction (individual and in series), poetry, cassettes, individual files and papers and articles, as well as out-of-school resources such as educational visits.

Accessibility: PSHE resources are stored in the upstairs resource room. Teachers are requested to select materials for their classrooms and return them to the relevant section when finished. Other relevant children's books are in the library and in classrooms.

Quality: The PSHE co-ordinator will try to provide up-to-date materials of high quality which meet the aims for PSHE. Suggestions of new materials are always welcome.

Efficient Use In The Curriculum: PSHE resources divide into those suitable for *teachers* to use with children and those to which children have freer access. It is strongly recommended that teachers read the (usually short) introductions to resource books and videos, etc., as these can be extremely helpful in

planning. Not all the resources will be suitable for all ages; it is worth looking at a variety of them, as lots of PSHE themes overlap. **Resources must be screened in advance by the teacher in order to note possible difficulties, or material which is inappropriate for an age-group.** The resources, though categorised, are by no means exclusive. Teachers are free to use any resources which they find useful.

CITIZENSHIP

St Mary's School Council, with two representatives from each of Years 2 to 6, has been meeting under the direction of the learning mentor since 2001. The four interrelated strands of citizenship are: developing confidence and responsibility and making the most of their abilities; preparing to play an active role as informed citizens; developing a healthy, safer lifestyle; and developing good relationships and respecting the differences between people. Many of the key concepts, values and skills (such as democracy and autocracy, cooperation and conflict, fairness, rule-making, individuals and community and rights and responsibilities) are developed within PSHE (particularly in the story resource set 'Zeto and the Gorgon Warriors') as well as in other parts of the curriculum.

SPECIAL NEEDS

Children with SEN will be fully integrated into classroom activities. Support through discussion may be given by any adults who work with children with SEN as they would for any other children, according to individual circumstances as appropriate. The class teacher will be informed of any specific discussion in connection with PSHE concerns. Children with SEN will be carefully monitored through observation by those working with individuals.

EQUAL OPPORTUNITIES

PSHE will be delivered to all pupils, irrespective of gender, race or ability. EAL pupils will be carefully monitored, particularly where issues may be sensitive.

ROLE OF COORDINATOR

The PSHE coordinator will:
- take the lead in policy and curriculum development, and production and review of a scheme of work, in consultation with staff
- monitor implementation and progress in PSHE and advise the headteacher on action needed. Monitoring will include all or a selection of the following methods:

1. direct classroom support
2. discussion with class teachers
3. feedback at staff meetings
4. plans and evaluations by teachers, covering content, assessment and resources
5. support colleagues in their development of work plans and implementation of the scheme of work, ensuring that policy is put into effective practice
6. be responsible for purchasing and organising PSHE resources
7. keep up-to-date with recent developments (through INSET and documentation) and inform colleagues of relevant information.

STANDARDS OF ACHIEVEMENT, ASSESSMENT AND RECORDING

Assessment in PSHE is completed electronically on grids, one for each Year Group, each academic year (T drive – Assessment and Test Data – PSHE Assessments – Academic year/Year group). If a topic is to be assessed, this is indicated on the **scheme of work**, where the 'Aims' section of that topic is highlighted in colour. These aims are reproduced on the assessment grid in the same colour. Some end of key stage statements on the grid are not matched to one topic, but may be assessed at any time as appropriate. Assessment will be done by teachers' professional judgement through observing children, marking their work or discussion with staff and pupils. .

In line with assessment for learning children will be encouraged to self-assess. Examples of this may include:
- reflection before the lesson (what do they know already?) and after it (what have they learnt?)
- questionnaire (eg after Life Education bus session)

- sharing ideas about how they could apply what they have learnt

As PSHE is cross-curricular in nature, in Year 1 children's work will be recorded in their 'Knowledge and understanding of the world' books, with PSHE written in the corner of the relevant page. In Year 2 and KS2 the back of RE books is used for recording PSHE.

REVIEW
This policy will be reviewed in Spring 2014.

SUMMARY STATEMENT

An effective PSHE curriculum should show itself through the school community, as children increasingly develop self esteem and sensitivity to those around them - an ongoing process. Each child will contribute in their own way, but it is hoped that this programme enriches all those involved in the teaching and learning process, as they know better who they are, and where they are going.

January 2011
Alison Glover, PSHE Coordinator

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Healthy Living Drugs Education	Personal Safety Self/ Relationships	Sex Education Difference	Sun Safety/ Accident Prevention World of Work	Rail/Road Safety Water Safety	Citizenship Fire Safety
Y2	Citizenship Personal Safety	Water Safety Healthy Living	World of Work Self/ Relationships	Sex Education Fire Safety	Drugs Education Difference	Rail/Road Safety Sun Safety/ Accident Prevention
Y3	Drugs Education Citizenship (Zeto Ch. 1+2)	Difference Fire Safety	Water Safety Sun Safety/ Accident Prevention	World of Work Healthy Living	Self/ Relationships Rail/ Road Safety	Personal Safety Sex Education
Y4	Fire Safety Rail/Road Safety	Drugs Education Citizenship (Zeto Ch. 3+4)	Sun Safety/ Accident Prevention Personal Safety	Water Safety Difference	Sex Education Healthy Living	Self/ Relationships World of Work
Y5	Water Safety World of Work	Rail/Road Safety Self/ Relationships	Fire Safety Citizenship (Zeto Ch. 5,6+7)	Drugs Education Personal Safety	Sun Safety/ Accident Prevent. Sex Education	Healthy Living Difference
Y6	Self/ Relationships Difference	Personal Safety World of Work	Sex Education Rail/Road Safety	Sun Safety/ Accident Prevention Citizenship (Zeto Ch. 8,9 10)	Healthy Living Fire Safety	Drugs Education Water Safety

Appendix: overview

Self awareness (i)

Appreciation of self
- Have a high self esteem and self image
- Begin to consider differences and preferences.
- To have some strategies for assertiveness.

Acknowledging and expressing feelings

- To be able to recognise, articulate and begin to understand a range of feelings.

Talking about oneself
- Have confidence and feel that they have something worth sharing with others in a sensitive way.

Interpersonal skills (i)

Active listening
- Be able to sustain listening for a limited time, in a variety of situations. be able to report back in a small group.

Showing empathy
- Be able to recognise feelings of others - eg real life situations, role play. characters in books.

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Co-operation and collaboration
- Be able to work together productively, harmoniously and reasonably independently in various situations - free play. child generated situations, or teacher directed activities.

Asking for/Giving/Receiving support
- Be able to recognise need (own and others) for help.
- Be able to give and accept constructive criticism - recognising worth in other people's efforts.

Being assertive
- Have a sense of self-image, confidence and idea of self worth.
- Be able to explain own ideas in a small group, in front of the class/school - both formally and informally. Be able to express - eg be able to say no/yes.

Negotiating and Handling Conflict
- Be able to understand the negotiation process and accept (though not necessarily agree!) that other people have different views.
- Be able to understand cause and effect.
- Be able to understand other people's feelings and be prepared to negotiate.

- Be able to listen to strategies for dealing with conflict.

Self awareness (ii)

Appreciation of self
- Be aware of strengths and weaknesses.
- Be able to respond appropriately in a range of situations/roles

Acknowledging and expressing feelings
- Be able to acknowledge and express feelings verbally and in writing in a number of contexts.
- Be able to suggest strategies for development.

Talking about oneself
- Be able to identify strengths and weaknesses and work on developing weaker areas.

Interpersonal skills (ii)

Active listening
- Be able to listen with sustained concentration in a variety of situations.
- Be able to respond supportingly.

Showing empathy
- Be able to understand and show sympathy for viewpoints different from ones own.

Co-operation and collaboration
- Be able to collaborate and compromise where necessary whilst still retaining own identity.
- Be able to work as a member of a team.

Asking for/Giving/Receiving support
- Have the confidence to seek help and support, particularly in an area of weakness.
- Be able to give constructive advice sensitively, and accept the same.
- Be able to praise the efforts of others.

Being assertive
- Be able to put forward a viewpoint and reasons for it in the face ofopposif.
- Be able to be assertive without being aggressive.

Negotiating and Handling Conflict
- Be able to resolve own conflicts in a non-aggressive way.

- Be able to make use of role play situations.

Interactive learning skills (i)

Brainstorming ideas
- Be able to participate in group tasks that involve brainstorming.
- Be able to show respect for all ideas offered.

Being an observer
· Be able to listen, look for approx 15-20 minutes and to report back.
Clarifying attitudes and values
· Show awareness of the needs of others and have a sense of fairness, eg over turn-taking.

Giving/Receiving feedback
- Be able to be a sensitive audience, and to praise others for their achievements.

Interactive learning skills (ii)

Brainstorming ideas
- Be able to listen, discuss and contribute to brainstorming and use it as a tool to help further learning.

Being an observer
- Be able to use criteria as a framework for independent observation, and select important points.

Clarifying attitudes and values
- Be able to recognise own attitudes and values.
- Be aware of different attitudes and values.

Giving/Receiving feedback
- Be able to articulate opinions, giving reasons for them.

Evaluating skills (i)
Reviewing
- Be able to identify what has been enjoyed/not enjoyed.
- Be able to contribute to discussion about achievement, displays, etc.

Identifying what you have learned
- Be able to recognise own achievements.
- Be able to reflect on what has been learned eg at end of a topic,

Self and peer assessments
- Be able to reflect on own achievements and difficulties.
- Be able to contribute to group assessments using appropriate frameworks, eg identifying how well something was learned by a lot / a little, three good things about etc.

Target setting and action planning
- Be able to identify a few things that can be improved academically and personally.
- Be able to say what they would like and need to do next.

Evaluating skills (ii)
Reviewing
- Be able to identify what helped and what hindered own learning.

Identifying what you have learned
- Be able to explain what has been learned and recognise new-found knowledge and skills.

Self and peer assessment
- Recognise constructive purposes of self and peer assessments.
- Be able to reflect on how well something has been learned by oneself and others.
- Be able to accept and act upon constructive criticism.

Target setting and action planning
- Be able to set targets in collaboration with parents/teachers, and review progress.

- Be able to take independent action to achieve targets.

Dimensions

'Dimensions' refers to attitudes, values and beliefs. These are now expressed in the OFSTED requirements for Spiritual, Moral, Social and Cultural development.

Area of development	OFSTED definition	Development is stimulated by supporting pupils' capacities to:	Progression may be indicated by:
Spiritual development	'To be judged by how well the school promotes opportunities for pupils to reflect on aspects of their lives and the human condition through, for example, literature, music, art, science, religious education and collective worship, and how well the pupils respond.'	• show curiosity and creativity • experience awe and wonder • be fascinated, excited and moved by forces beyond tangible • develop a sense of personal depth and shared meanings	• the increasing development of the capacities to feel, reflect and communicate about the spiritual dimension
Moral development	'To be judged by how well the school promotes an understanding of the moral principals which allow pupils to tell right from wrong, and to respect other people, truth, justice and property, and how well they respond, through their behaviour and the views they express.'	• develop self-respect and respect for others • understand the importance of rules for an orderly community • recognise the importance of telling the truth and respecting others' property • understand one's own values (eg the importance of friendship) and how these values contribute to the community	• the increasing ability to recognise and debate different definitions of right and wrong, and the complexity of ethical issues playing an increasing part in the development of moral values within the school community
Social development	'To be judged by how well the school prepares pupils for relating to others in different social settings, taking responsibility, exercising initiative, working successfully in groups and participating co-operatively and productively in the school community. Also by (pupils') understanding of how societies function and are organised in structures such as the family, the school and local and wider communities.'	See skills sections & cross-curricular themes	See skills sections and cross-curricular themes

Cultural development	'To be judged by how well the school prepares pupils to understand aspects of their own and other cultural environments, be these religious, social, aesthetic or ethnic, and by the pupils' response to this provision, which may be through literature, music, technology, art and design, dance, sport and O^her media.'	• be respectful and positive towards a variety of cultures • sense, appreciate and value differences within cross cultures • recognise the importance of diversity for personal growth	• the pupils' increasing ability to exercise choice in relation to cultural diversity

Dimensions   Key Stage 1 Year 1-2, and Key Stage 2 Year 3

Area of development	Core Subject Examples	Notes
Spiritual	**English** Speaking and listening: relating to the views of others, eg. in circle time. Writing: diary-writing about feelings. Reading: Exposed to a range of poetry, literature, etc. which expresses the writer's response to spiritual issues, eg. beauty. **Maths** Promoting ways of working together which encourage the children to find solutions and then reflect on the process - eg.' What did it feel like when you spotted the pattern? **Science** Awe and wonder within life and living processes, eg what is it within a seed that makes it grow?	
Moral	**Science** AT1 Indicating if evidence supports prediction - fair tests. Understanding difference between proper rules being made to describe what is really happening, and that different people will have different predictions, which are to be accepted and tested. Developing the capacity to have confidence to express own convictions, draw own conclusions and yet stay within the 'rules' of what is deemed to be a fair test. Collecting/returning animal to own habitat. **English** Speaking and listening: making moral judgements about stories.	

Cultural	**English** Speaking and listening: Learning to express ideas about own culture. Working on stories from own and other cultures. Writing: Looking at scripts from different languages. Writing poems from first hand cultural experience. **Maths** Patterns. Looking at patterns which occur in different cultures, eg. rug-making, architecture.	

PSE
First Schools

Guidance on Programmes of Study: PSE Dimensions
Key Stage 2 Year 4-6

Area of development	Core Subject Examples	Notes
Spiritual	**English** Speaking and listening: sharing ideas, insights and opinions. **Maths** Shape, space and measure: use computers to create and transform shapes. **Science** Use knowledge and understanding of science to explain and interpret a range of familiar phenomena.	
Moral	**English** Speaking and listening: reporting and describing events and observations. Reading: distinguish between fact and opinion.	

| Cultural | English
Speaking and listening: describing, talking about and telling stories from different cultures.
Reading: literature from a variety of different cultures and traditions; myths, legends and traditional stories.
Writing: pupils writing about their own and different cultures.

Note: Possibility of working on similarities and differences between standard and other forms of English. | |

PSE
Middle Schools

Guidance on Programmes of Study for First Schools: PSE Dimensions

Key Stage 1 Year 1-2, and Key Stage 2 year 3

Area of development	Foundation Subject Examples	Notes
Spiritual	History Comparing pupils' own life style with those of the past, and asking what would be harder/easier, what we can learn from the past ideas - ie encouraging children to reflect on their lives and conditions compared with the past. Geography Encouraging children to reflect on life styles in different countries, comparing needs, and speculating on differences in feelings in response to particular events, eg. rain in an area of drought. Music Personal interpretations of a piece of music. PE/Dance Using movement to convert inner feelings to outward physical expression, using music as a stimulus, and then reflecting on this. RE. Introducing and celebrating different faiths.	

Moral	**History** Morality of invasion. **Geography** Quality of the environment. Reasons for difference between contrasting localities. **PE**. Fair play; dealing with winning/losing in games.	
Cultural	**D&T** Making: Examining methods used in different cultures. Components: Examining availability of materials according to place, time and how process perceived. Skills: Approach of different cultures to teaching of skills. **Geography** la, b, c: Human features of their environment include cultural features. 2 Skills, f- Sources: pupils should be familiar with range of source material which indicates cultural difference.	

PSE
First Schools

Guidance on Programmes of Study for Middle Schools: PSE Dimensions

Key Stage 2, Year 4-6, and Key Stage 3 year 7

Area of development	Foundation Subject Examples	Notes
Spiritual	**Art** Using creative and imaginative skills to express ideas and feelings. **Music** Pupils should be given the opportunities to use sounds and responses to music. Pupils should be taught to respond to differences in character and mood; to use sounds to create a particular atmosphere. **PE** Dance: expressing feelings moods and ideas. **RE** Different faiths; eg methods of worship and celebration of festivals.	

Moral	**History** Reasons for different ways in which the past is represented and interpreting. Roman conquest and its impact. Victorian Britain: the lines of people at different levels of society. **Geography** Issues arising from the way land is used, eg conflict of interests. **PE** Fair, play, honest competition and good sporting behaviour.		
Cultural	**History** Study of other cultures eg Ancient Greeks, a past non-European society; Changes in British culture over time, emphasising similarities, differences, changes and continuity. **Geography** Differences and similarities between and within localities, eg transport, industry, agriculture. **Art** The work of artists from a variety of cultures. **Music** The repertoire for performing and listening: music from different times and cultures. **PE** Dance: Dance forms from different times and places.		

PSE
Middle Schools