

Riverside Primary School

PSHE

September 2023

Updated





Riverside Primary School

Personal, Social and Health Education (PSHE) and Citizenship Policy

1. Rationale

Personal, Social and Health Emotional Education (PSHE) contributes to the development of the whole child, regardless of gender, ability, sex, ethnic or social background and supports the Social, Moral, Spiritual and Cultural (SMSC) development of children and young people.

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are essential part of life and learning.

2. Aims of the PSHE Programme

- To raise pupils' self-esteem, self-awareness and confidence, especially in their relationships with others
- To help pupils gain access to information and support
- To enable pupils to participate in their school, community and society and to value themselves and others
- To encourage pupils to take responsibility for themselves and their community
- To develop a reasoned set of social and moral attitudes in order to make and maintain moral judgements
- To learn about their own and other people's feelings and become aware of and respect the views, needs and right of others.

- To help pupils express their feelings and emotions
- To develop skills, (for example, in language, decision-making and assertiveness) knowledge and understanding in health-related topics which will enable them to keep themselves healthy and safe
- To enable pupils to have respect for others
- To enable pupils to become responsible and caring citizens capable of contributing to the development of a just society and aware of community cohesion
- To be aware of British Values and how these are evident both in school and outside of school.
- To help children understand the world around them and explore coping techniques and things that they can do if they do not understand, or are unsure of how they feel

3 Inclusion Statement

Each pupil will be given the support necessary, wherever possible, to enable them to participate as contributing members of the school community in all aspects of life at Riverside Primary School.

All pupils will be given equal access to the teaching of PSHE at a level appropriate to age, ability and maturity and irrespective of race, gender or nationality. Single gender groups are used where appropriate and relevant.

4. Policy Development

Name of the PSHE Co-ordinator: Mrs Jacqui Roll

Roles and Responsibilities of the PSHE Co-ordinator

- ✓ Auditing, reviewing, monitoring and evaluating the PSHE programme, including reporting and assessment procedures and monitoring the quality of teaching
- ✓ Maintaining and updating appropriate resources
- ✓ Attending relevant PSHE INSET courses and disseminating training to appropriate staff
- ✓ Leading and supporting others responsible for the delivery of the PSHE programme, including encouraging the Continuing Professional Development of other staff and participation in the PSHE CPD national programme
- ✓ Sharing information about current developments

Staff Members, were involved in the development of the policy.

School Councillors, were consulted in the development of the policy.

5. Organisation of PSHE

Riverside Primary School delivers PSHE both discreetly and cross curricular. Part of the ethos of our school is to provide a caring, happy and nurturing environment where everyone is valued and is made to feel important. Our PSHE curriculum is delivered using a variety of bespoke planning guidance and resources. Some aspects of PSHE are taught in Science, Geography, Computing, PE and RE. Sensitive issues which are unique to our school and the needs of the pupils are also planned for and delivered. Examples of this include death of a family member or pet, people with disabilities or illness as well as issues such as terrorism and radicalisation. Sensitive issues are delivered as appropriate to the age and year group of the pupils. Assemblies, Circle Time activities and the work of the School Council, PE councillors and Playground Buddies all contribute towards PSHE. PSHE is also promoted through whole school raising awareness such as holding a competitions linked to PHSE events. We also have Theme weeks such as Anti bullying, Behaviour and Safety week and Equality and Diversity week.

PSHE is taught by all staff and modelled by all adults in the building.

Restorative Approaches

At Riverside Primary School, we adopt Restorative Approaches to deal with challenging behaviour and conflict.

The main premise of restorative practice is to enable young people to develop a strong sense of social belonging and foster meaningful relationships with one another.

The underlying fundamental principle is that Restorative Approaches puts the focus on building and repairing relationships rather than on managing and controlling behaviour and 'puts repairing harm done to relationships and people *over and above* the need for assigning blame and dispensing punishment'.

In other words, RA aims to engage people in building, maintaining and restoring relationships when they have been affected by inappropriate behaviour. Its main purpose is to work proactively with pupils in order to develop a positive learning community and, when required, swiftly reintegrate pupils back into the school community by helping all individuals involved in conflict to recognize and understand the consequences of the harmful behaviour and prevent it reoccurring in the future.

Applying these principles into practice at our school means that whenever a conflict arises, staff will have a Restorative Chat or Restorative Conversation with the person who has been harmed and the wrongdoer side by side. There are a small number of key questions asked of the children and staff have been trained

in how to ask these questions of the children. The outcome is for the wrong-doer to arrive at a decision themselves as to what needs to happen to put things right and to identify what they will do differently next time.

6. Teaching and Learning

There is a commitment to active learning methods that involve pupils' full participation.

School encourages the pupils to take part in a range of practical activities that promote active citizenship, for example by raising money for charity for 'Children in Need'. We offer pupils the opportunity to hear speakers, such as police community support officers, health professionals and the Vicar from our local church whom we invite into school to talk about their role in creating a positive and supportive local community. We also invite people who raise our pupils' awareness of keeping healthy and safe such as The Bikeability Trust and The Local life guards.

To facilitate pupils' learning in PSHE, the purpose of each lesson will be made clear. There is no single best approach to teaching PSHE. A varied and balanced range of teaching methods is required in order to enhance self-esteem and self-confidence in pupils. The teaching methods employed attempt to enable pupils to make informed choices and decisions, develop social skills and consider their own and others' attitudes, values and beliefs. The provision and acquisition of information alone is unlikely to promote healthy, or discourage unhealthy, behaviour.

Whilst there is a place for some direct teaching, most PSHE lessons involve teaching and learning techniques that actively involve pupils. Opportunities are provided for pupils to negotiate, make decisions, listen, assess evidence, solve problems, form relationships, express themselves and work independently with confidence. A number of teaching methods are used which are particularly suited to this participatory teaching approach, such as discussion, case studies, group work, distancing techniques and role play.

As with all learning, it is important in PSHE to ensure that it starts from where the pupils are in terms of their knowledge, attitudes, experience and skills. The programme delivered is relevant to the pupils' age and stage of development and thus better meets their needs.

7. Differentiation

The PSHE curriculum is differentiated to meet the needs of all pupils. When planning for differentiation the following is considered:

- Pupil grouping
- Resources, i.e. availability and suitability
- Pupil activity – difference tasks, amount of time, roles and responsibilities
- All children must be given the opportunity to succeed.

8. Assessment, Recording and Celebrating

The monitoring of PSHE at Riverside Primary School is part of the whole school monitoring system.

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self awareness and self-esteem.

Assessment should be used as an integral part of the planning and learning process. All pupils will have a written statement included on the Annual Report to Parents which will refer to pupils' attitudes, skills, resilience, social interaction and disposition.

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride. At Riverside Primary School we hold termly Celebration Assemblies where certificates are presented for a vast array of achievements and a 'Recognition of Achievement' assembly is held every Friday.

9. Monitoring and Evaluation

The PSHE Co-ordinator, in consultation with staff and pupils, will undertake ongoing monitoring and evaluation of the PSHE.

10. Links to Other Policies

Other whole-school policies contribute to the personal, social and emotional development of pupils.

- RSE
- Drug, Alcohol and Tobacco Education
- Health and Safety
- Safeguarding

11. Dissemination and Review

We have explored where PHSCE overlaps with other subjects such as science and PE. There are lots of places in which PHSCE can help support children with their everyday school life and we will continue to help build upon these skills every day.

The policy will be reviewed September 2024