

Brinsworth Howarth

Primary School



PSHE Policy

February 2023

Brinsworth Howarth Primary School

Intent:

Our personal, social and health education (PSHE) promotes pupils' personal, social and economic development, as well as their health and wellbeing. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

At Brinsworth Howarth, pupils' wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with pupils. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society.
- ◆ Prepares our pupils for the opportunities, responsibilities and experiences they already face, and for adult life.
- ◆ Provides information about keeping healthy and safe - both emotionally and physically.
- ◆ Encourages our pupils to understand how all actions have consequences, and how they can make informed choices to help themselves, others and the environment.

We intend to enable pupils to:

- develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- stay as healthy as possible by knowing and understanding what constitutes a healthy lifestyle.
- learn to keep themselves and others safe, including how to respond in an emergency.
- learn to respect the differences between people.
- know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- 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.

- know about where money comes from, how to keep it safe and the importance of managing it effectively.
- have a basic understanding of enterprise.
- know about the importance of respecting and protecting the environment.
- know how to manage change, including puberty, transition and loss.

Implementation

At Brinsworth Howarth, PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Specialised assemblies
- ◆ PSHE activities and school events eg Anti-Bullying Week
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

In the Foundation Stage, teachers use the Early Learning Goals in the revised EYFS curriculum (2014) to plan and deliver PSHE.

In Key Stage 1 and 2, teachers use the National Framework for Key Stage 1 and 2. This is implemented by planning using the ROSIS Primary PSHE Scheme of Work. The ROSIS Primary PSHE Scheme of Work provides clear guidance for each year group to support the delivery of PSHE lessons. It is delivered in discrete curriculum time; in other subjects where there are cross-curricular links (eg Science when learning about how to keep our bodies healthy etc.); in assemblies, and also in incidental opportunities as they arise. Systems and routines specific to the needs of our school are in place to deal with such issues, and are outlined in other School Policies, eg Behaviour Policy.

Teachers provide learning opportunities that are matched to the individual needs of all pupils, including those with learning difficulties. We place emphasis on active learning by including pupils in discussions, investigations and problem solving activities. As they move through school, we encourage pupils to take part in a range of practical activities that promote active citizenship, for example charity fundraising. Activities and opportunities to reflect on, process and evaluate their learning are also included.

Many personal and social skills can be developed through other areas of the curriculum. For example, group or paired tasks which require co-operation and communication between group members.

Examples of teaching and learning approaches in PSHE are explained further in Appendix 1, and include the use of circle time, role play and drama, brainstorming, pair and group work, carousel, use of fiction, 'draw & write' and material from the media, eg DVDs.

Differentiation for SEN and More Able Pupils

Throughout school, pupils 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 SRE (sex and relationships education) or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to all pupils. Teachers may need to use different resources, activities, or provide specific support depending on the needs of their pupils.

Impact

Self-assessment has a core role in PSHE and Citizenship, and we give opportunities for pupils to reflect on their strengths, their needs, their learning and their development. **One such way in which staff facilitate this self-assessment is through the use of mind maps, which are used in year groups 1-6. In KS1, these will be produced as a whole class and in KS2, children will create these with increasing independence.**

Formative assessment is on-going, and is used to plan work. Pupils are informally assessed by staff throughout their work, and the end of year, reports given to parents will reflect this. Evidence of PSHE will be in a variety of forms e.g. photographs, and occasionally written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgment in this.

The Role of the Co-ordinator

- Lead the production of this policy and implementation of other curriculum documentation, including the scheme of work.
- Ensure continuity and progression throughout school.
- Provide advice and support to colleagues where necessary.
- Develop in depth knowledge of this subject, and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated.
- Manage resources.

Policy date: February 2023

Review date: February 2025

Appendix 1

Examples of Teaching & Learning Strategies

Use of fiction

Stories may be used in two main ways PSHE. Firstly, a story is able to provide common understanding of a situation, which all the pupils can comment on. Secondly, the use of characters frequently enables pupils to give an opinion that they would feel uncomfortable verbalising independently. Thirdly, they provide a useful distancing technique so as not to encourage personal disclosure.

Role play and drama

Role play is particularly significant in allowing pupils to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of pupils structured situations to explore, as well as with groups working around the classroom.

Hot seating

The main purpose of this technique is to enable pupils to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other pupils ask the character their feelings and reactions.

Tunnel of Thoughts

A child walks between two lines of pupils, having been assigned a particular dilemma or character. The walls of the tunnel (pupils facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of pupils one side of the dilemma to represent (eg 'Do it', 'Don't do it').

Brainstorming

Pupils can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the pupils' suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

Pair and Group Work

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of pupils (for instance single sex groups or interest groups). Methods for mixing

pupils include distributing cut up postcards, or asking pupils to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving pupils the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

Carousel

This is a method of encouraging pupils to talk and listen in a structured way. The pupils are arranged in two concentric circles. The pupils in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The pupils are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

Circle Time

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where pupils can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the pupils to listen to each other and take turns. A few ideas for Circle Time activities, are explained below. (*The Rotherham Healthy Schools Resource, Let's Get Round To It is a comprehensive resource for planning Circle Time.*)

Rounds

Usually the pupils will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: pupils know that they may only speak when holding the 'object'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...

- Something a good friend does is....
- My favourite colour/animal/place is.....

Games

Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self esteem and social skills.

Special Day

Each child, randomly selected (through names in a pot or pin in the register, for instance) has a special day during the school year. The day can include privileges such as going first in the dinner queue, choosing where to sit or wearing a special badge. The rest of the class creates a certificate for the person whose day it is (We like you because), which they can take home.

Puppets

These may be used in a circle time environment, enabling the pupils to approach difficult subject areas. They are also a useful device for encouraging turn taking.

'Draw and Write'

This involves pupils in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers to judge appropriate teaching content by better understanding pupils' current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess pupils' perceptions of the world of drugs, and is explained in Health for Life Book 2; it can also be accessed via the internet.

Circle of Feelings

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Pupils are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

Film clips

There are many film clips available via the internet and also on DVD's, including some television programmes eg soaps, available which are of good quality and useful in delivering PSHE. The principles of active learning still need to be applied: simply showing a clip/film and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (eg for role-play sessions) and photographs (eg for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHE.