

## YORKMEAD J/I SCHOOL

### P.S.H.E POLICY

#### **Aims and objectives of PSHE**

The main purpose of PSHE education is to help pupils to acquire the skills necessary to become healthy, independent, confident and responsible members of society.

The pupils at Yorkmead are encouraged to play a positive role in contributing to the school and the wider community. In doing so, they gain a sense of pride and self-esteem which in turn encourages them to think of the welfare of others as well as themselves.

They learn about democratic processes in class and through school council meetings, which provide a forum for the pupils to be heard. They take part in circle time discussions and take an active part in our diverse multicultural society, learning to respect and celebrate each other's individuality.

#### **The main aims of PSHE education are to enable the pupils to:**

- find out about healthy lifestyles and their benefits
- respect themselves and others
- understand the qualities required to have good relationships with adults and peers
- be aware of safety issues
- develop the confidence and self-esteem to make their own informed choices
- become responsible, active members of their society
- understand that their actions have wider consequences which affect themselves and others
- become caring, thoughtful members of our community.

The non-statutory framework for PSHE is organised into three areas.

Living in the wider world ( LWW) Relationships ( R) and Health and Well Being ( HWB).

The PSHE coordinator looked at the Programmes of Study for each area and mapped out which strands should be covered each year group and which could be assigned to a specific year to maximise their curriculum coverage.

Children take part in a yearly PSHE week where Networks and Protective Behaviours are revised. We follow the 'No Outsiders' programme and children learn about respecting others no matter what their culture, race or beliefs are. They are taught about Protective Behaviours so they know about strategies for keeping safe.

A breadth of opportunities is required, allowing children to take responsibility for themselves and others, feel positive about themselves, participate in the life of the school and community, make real choices and decisions, meet and talk with people in the school and community, develop relationships through work and play, consider social and moral dilemmas that they come across in life, finding information and advice, asking for help, and preparing for change.

*Yorkmead School is committed to the safeguarding and promoting of well-being for all children.*

### **Teaching and Learning Styles**

PSHE is taught through a variety of activities and curriculum areas, both explicitly and discretely. We use a range of teaching and learning styles. An emphasis is placed on active learning through discussion, investigation and problem solving.

There are many opportunities for children to participate in the organization and life of the school. These include jobs and responsibilities (playground squad, class helpers, school councillors for example), and agreeing on and maintaining school rules.

The pupils are also encouraged to organise and take part in activities that promote active citizenship, such as fund raising for charities and causes, which support those who are less fortunate than themselves. They also assist on open days and curriculum events and take part in PSHE Weeks. A range of other whole school and group events are provided, such as INSPIRE workshops, fun weeks, pets road show, sports days, celebrations and performances, in all of which the children take an active role.

They are also encouraged to take part in out of school activities and visits, both locally, such as Hall Green library, and further afield at the Council House, museums and theatres etc.

Places of worship representing a diversity of religions are visited regularly.

The children have the opportunity to hear visiting speakers, such as health workers, police, fire fighters and representatives from the local church who talk about their role in creating a supportive, positive local community.

Yorkmead has achieved the Birmingham Healthy Schools Standard and will be working towards the ECO schools Award.

### **PSHE curriculum planning**

This subject is taught in a variety of ways. In some instances it forms part of the science curriculum, in others it relates to history or geography. Sometimes an issue is dealt with through class discussion, class council meetings or circle time, depending on the subject matter being covered. There is a large overlap between PSHE/Citizenship and RE, so a considerable amount of the subject is delivered through religious education lessons and assemblies.

Whole school events such as voting for school council representatives and meeting to discuss school matters, take place regularly. We also try to offer a residential visit in KS2 where there is a focus on developing pupils' self-esteem and independence. They are also given opportunities to develop leadership skills and positive group work.

### **The Foundation Stage**

PSHE is taught as an integral part of the topic work covered during this stage. The teaching matches the aims of the early learning goals of developing a child's personal, social and emotional development and is also addressed through daily routine and expectation. The children develop confidence, begin to be aware of their own needs and feelings and those of other people, and to understand what is right and wrong. They begin to become independent and manage their own personal hygiene. A range of role play activities provide opportunities for citizenship and PSHE.

Citizenship education is also supported through the early learning goal knowledge and understanding the world.

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**Special needs**

PSHE is taught to all children regardless of their ability. Targets set for children on IEPs are taken into account where appropriate and during discussion one of our aims is to listen to each other. This engenders empathy for one another regardless of ability.

**Inclusion statement:**

Yorkmead has a whole school approach to the creation of policies, practices and curriculum that attempts to ensure that all children are encouraged to develop and display mutual knowledge, understanding and acceptance.

Teaching staff create effective learning environments suited to the needs of all of our pupils. A range of teaching styles secures pupil motivation and concentration, including the use of activities and materials, which reflect the cultural and religious diversity of our school.

A large number of our pupils have English as an additional language. Planning therefore takes account of factors such as the child's skills in other languages, their other educational experiences, abroad, and provision is differentiated accordingly. Bi-lingual support staff use home or first language where appropriate, primarily in the nursery and early years classes.

**Assessment**

PSHE is not statutory at Key Stages one and two, however, teachers assess and record using a wide range of strategies to ensure progression takes place. Staff follow a coded systems which encourages assessment procedures occur in a variety of ways e.g

Teachers use this information to report to parents about their children's progress in their end of year report.

Achievements are recognised through assemblies and awards, for example "The pupil of the week". Parents are often invited to share in the acknowledgement of talents, especially in assemblies and open events.

**Monitoring and Review**

The PSHE Co-ordinator is responsible for monitoring the teaching of this subject. The co-ordinator supports colleagues by offering to demonstrate class council and circle time and by providing teaching ideas and resources.

The policy is due for renewal by the Assistant Head October 2018  
(PSHE coordinator).