
PHSE Policy

Spring 2021

Summary

This policy is intended to state Fieldhead Carr's approach to PSHE.

Recommendation

Governors are requested to read this policy and consider its content, specifically:

- The creation of the new Leeds PHSE scheme which was launched in September 2016 and was customised and adopted by Fieldhead Carr in January 2017.
- The creation of a separate Drug and Drug Related Incidents Policy proposed for agreement in February 2017
- Whole school driver for PSHE is crew. Sessions happen daily (see content in planning guide)
- The school has adopted Thrive as an overarching method in developing self-regulation in children across school

Author's Role	PHSE and Healthy Schools Lead
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Official Review Date	As updates

FIELDHEAD CARR PRIMARY SCHOOL PSHE POLICY

The importance of teaching Personal, Social, Health and Economic Education

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in

modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

As a school our Primary commitment is to support children in developing a secure sense of self, empathy and understanding of those around us and the ability to reason and critically evaluate information they encounter.

At Fieldhead Carr we believe that PHSE is a key way in which we can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future. Through our PHSE curriculum we aim to:

- develop learners' self-esteem and a sense of personal responsibility,
- promote self-respect, respect for others and celebrate diversity,
- equip learners to live safe, healthy lives,
- prepare learners for the choices and opportunities for lifelong learning,
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally,
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship,
- prepare learners for the challenges, choices and responsibilities of work and adult life.

1.1 Statutory Guidance

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (May 2016) states that: *'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'*

The National Curriculum (September, 2014) states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- should make provision for personal, social, health and economic education (PSHE) drawing on good practice.

Fieldhead Carr Curriculum

General Teaching and Learning – Crew, Thrive and Direct teaching

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve.

PSHE is regarded as an integral part of the curriculum for children aged 5-11. It partly comprises what used to be called the “hidden” curriculum. We ensure that our pupils are treated with the respect that we demand from others, and in turn ensure that they treat one another with respect. We ensure fair play among our pupils and endeavour to act fairly ourselves at all times. We expect appropriate behaviour from our children and encourage their social and physical development in all classroom and extracurricular activities.

PHSE Teaching:

Our curriculums designed to take into account that some of our children have pre-existing issues with:

- Self esteem
- Resilience
- Community awareness
- Narrow social experiences
- Children with trauma in their history
- Empathy
- Effective communication
- Confidence self-awareness
- Lack formative experiences

PHSE is delivered daily during class **CREW** sessions. They give children the chance to develop key skills:

- Respect for others
- Active listening
- Public speaking with confidence
- The ability to critically evaluate what they hear
- Empathy
- Ability to form and articulate an opinion
- Knowledge of the diversity of the world they live
- The ability to compare and contrast experiences to their own lives

Their focus daily is:

- Development of social understanding
- Development of sense of self

- Reflection

Crew meetings (whole school or Keystage)

These sessions are to develop a community conversation about how we exist in each other's company. In each session children have the chance to:

- Celebrate someone
- Apologise for something
- Make a stand about something

These sessions build children's confidence in voicing their ideas and owning their emotions. It also gradually build's up their confidence in public speaking.

PHSE sessions:

Teachers are able to use further lesson time to teach larger topics if needed.

Thrive:

Our delivery for wellbeing interventions and development of effective behaviour regulations in school with families at home is Thrive.

Thrive Practitioners:

- Hannah Duplex
- Lisa Stevens

Thrive SLT:

- Joe Murphy

PHSE Schemes of Work

We use a wide range of resources to deliver our PHSE curriculum as it is essential that every child sees themselves in the materials we use. We are careful to ensure that resources take into account a diverse range of Race, Ethnicities and Sexual identities. In this way, children understand that individuality is to be respected and valued.

For our children we feel a themed approach helps to make the concepts hang together more effectively and so our delivery is done through the PHSE Association three key themes.

- Relationships
- Health and Wellbeing
- Living in the Wider World

We continue to use the Islington Primary Scheme of work that has been adapted by the Leeds Healthy Schools team and is titled “You, Me, PSHE”. It provides primary schools with a clear and progressive PSHE curriculum.

As part of the scheme, PSHE has been divided into 7 different strands of learning:



In addition, to ensure that children get the chance to develop effective critical thinking skills and a grasp of developing and maintaining good mental health practices, we also use resources from:

- Mindmate
- Philosophy for Children
- SEAL
- The PSHE Association
- The Scary Guy
- Stone Wall resources
- Credit Union Lifesavers
- Enterprise
- RNLI water safety resourcing

PHSE Planning

Long Term Planning

The Long Term Plan is split into three terms matched with our three overarching themes – Relationships, Health and Wellbeing and Living in the wider world. These themes are split into smaller topics each with their own set of objectives. The Long term plan then identifies the scheme of work the topics has been taken from, for example: Islington Scheme, Mindmate, P4C, SEAL, RE Hub etc...

See Appendix 1.

Medium Term Planning

Each year group has a Medium Term Plan for each theme – Relationships, Health and Wellbeing and Living in the wider world. The medium term plan breaks each resource title down and identifies the objectives linked to each resources.

See Appendix 2

Short Term Planning

Daily Crew sessions begin with all children sat in a circle. This ensures that all children can be seen and that the group can demonstrate active listening skills during the session.

All sessions comprise of three parts:

- “I’m checked in and ready for learning” (KS1 & KS2) or Feeling Circle (FS1 & FS2)
- The Big Idea
- Linked to my life

Each session includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes). The focus of week’s session is cohesive and forms a progression in thinking about an idea.

See Appendix 3

Fieldhead Carr ensures it provides a balanced PSHE provision to meet the specific needs of all learners. See Appendix 3, Equal Opportunities.

Monitoring and Evaluation

The PSHE curriculum is monitored on a regular basis by the PSHE co-ordinator and PHSE SLT. Together they examines class floor books, pupils’ work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school. They identify the training needs of the staff and plan the relevant training intervention. They also attend training for PSHE coordinators run by the local authority and other providers. The PSHE policy is reviewed every two years by the staff and the governing body unless legislation changes, then it is updated immediately.

Assessment and Recording

Assessment of learning and progress is made in the following ways:

- Pupils complete a **pre topic assessment** activity which is repeated at the end of the topic to demonstrate understanding and progress made.
- Pupils complete a **self reflection sheet** at the end of the topic to encourage self evaluation and reflection of learning.
- **End of year reports** for all children contain an ability and effort rating in line with other non core curriculum subjects. Teacher comments can also be made about key aspects of learning.

Teaching staff use a mix of formative and summative assessment in PHSE. These are informal, continuous and on-going and identify the needs of the individual pupils. On some occasions a pupil is referred to the learning mentor for Thrive intervention. This may be for self-esteem groups, attendance, behaviour etc. (Refer to our care, guidance and support policy for further information). This assessment happens incidentally during classroom activities through observational teacher judgement which inform the planning of the pupil's future activities and needs. This information is shared between year groups as the pupils move on through the school so that the progress made is evident.

Special Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. (Ref: Teaching and Learning policy)

However when a child has very specific additional needs, support is agreed and put into place in conjunction with the learning mentor / SENCO. See Appendix 4 for further consideration of inclusion within PHSE education.

Working with Parents

Government directives state the importance of working with parents/carers for the development of personal, social and academic achievements of children. Therefore it is important that parents/carers support what we are doing. We encourage parents/carers involvement through our ethos, home school agreement, newsletters, learning support teams and other outside agencies where appropriate. We make sure the governors and members of the community are kept up to date and are consulted about developments.

Working with Visitors and Outside Agencies

Please refer to the school's policy on visitors in school.

Confidentiality

(Please refer to the Safeguarding policy also)

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality.

Before allowing a child to make a full disclosure, it is essential that the member of staff should explain to the child that the information might need to be passed on to the Headteacher or designated teacher for Child Protection who may make a record and pursue Child Protection procedures if necessary.

The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies.

Appendix 1 –

Appendix 2 –

Appendix 3 –

Appendix 4 – Equal Opportunities

EQUAL OPPORTUNITES

Please refer to the Equal Opportunities Policy and the Inclusion/SEN Policy

Personal, Social, Health and Citizenship Education

The principles for inclusion are :

A) Setting suitable learning challenges

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

B) Responding to children's diverse learning needs

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

C) Overcoming potential barriers to learning and assessment for individuals and groups of children

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

All individuals will contribute towards a happy and caring environment, showing respect and appreciation of and for everyone in our school community.