



The Royal School

Wolverhampton

Personal, Social, Health and Economic Education (PSHE) Policy Primary Phase

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Job title	Primary Teacher and PSHE Education Coordinator
Signed	
Date	April 2019
Version no.	5
Next review date	April 2020
Review frequency	Annually
Approving body/committee	Data, Standards and Achievement committee
Date approved	
Target audience	Staff and parents

PSHE Education Policy

(Personal, Social, Health and Economic Education)

The Royal Primary School

At The Royal Primary School Personal, Social, Health and Economic education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. It also introduces them to some of the principles of financial planning and understanding. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

These skills are addressed through a variety of means:

- Cross-curricular/topic work
- Charity events
- School trips
- Assemblies
- Rewards systems

We aim to uphold good manners and courtesy at all times, to develop respect for others and to encourage pupils to take pride in their appearance and in their school.

Aims and Objectives

We aim to:

- Develop confidence and responsibilities and make the most of their abilities, through recognising their own worth.
- Develop self-confidence and self-esteem.
- Work well with others.
- Prepare to play an active role as citizens in a diverse society.
- Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- Develop good relationships and respect the differences between members of the school and the wider community.
- Understand some basic principles of finances.
- Make a positive contribution to the life of the school.

Teaching and learning style

We use a range of teaching and learning styles to meet the PSHE curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities.

We encourage the children to take part in a range of tasks that promote active citizenship, eg. Charity fundraising, the planning of special school events (such as assemblies, house events and performances) or involvement in helping other individuals, mentoring, playground buddy system or groups less fortunate than themselves.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.

We offer children the opportunity to hear visiting speakers, such as health workers, community police and local clergy, whom we invite into the School to talk about their role in creating a positive and supportive local community.

PSHE Education Curriculum Map KS1 and KS2

	Key Stage 1		Key Stage 2			
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Feelings and Relationships	Feelings and Relationships	Feelings and Relationships	Feelings and Relationships	Feelings and Relationships	Feelings and Relationships
Autumn 2	Who am I?	Who am I?	Democracy	Rules and Laws	Democracy	Rules and Laws
Spring 1	Right and Wrong	Rules	Choices	Health	Choices	Health
Spring 2	Choices	Rights , Respect and Responsibilities	Right and Wrong	Rights and Responsibilities	Right and Wrong	Rights and Responsibilities
Summer 1	Health and Hygiene	Communities	Communities	The Global Communities	Communities	The Global Communities
Summer 2	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education	Relationships and Sex Education

Trust
Community
Respect
Risk
Initiative

To deliver the curriculum within these topic titles the Primary School will access a variety of resources and curriculum support. For 'Growing Up and Relationships' unit the objectives and resources will come from Wolverhampton City Council - Children & Young People's Health Improvement Team, used across the city by LA supported schools. Other support materials will also be used from a 'Relationships in Sex Education' by Spellbinder education. All schemes are designed to fit around the learning outcomes outlined in the National Curriculum.

Implementation

A set lesson on the timetable each week to deliver PSHE. In addition, staff will aim to set aside time in class to discuss matters arising from school council meetings or any other arising issues. Links between the themes and Cornerstones Topics will also be made

Visiting professionals may provide talks/workshops to pupils. In addition to this, PSHE Education is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, and fund-raising activities.

Pupils may be elected onto the School Council by their peers and pupils are encouraged to give their concerns and recommendations to their representative to take to council meetings.

Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

Weekly assemblies are also part of the PSHE curriculum and have been based on the British Values and seek to cover all areas of spiritual, moral, social and cultural development.

Assemblies:

- Friendships and consideration for Others
- Honesty
- Environmental issues
- Self Esteem
- Good Manners
- Rules and safety
- Different Religions
- Festivals
- Right and Wrong
- Democracy
- Influential people, famous musicians, writers

School Values

Through all PSHE teaching the 5 school values are considered, they are:

Respect
Trust
Community
Initiative
Risk

Ongoing Throughout the Year

Building self-esteem, identifying positive things about themselves and responsibility through the schools:

- Merit system
- House point awards and competitions
- Letters home regarding the above
- Star of the Week certificates for excellent work and improvement, Olympian of the Week for sporting achievements and teamwork, writer of the month
- The recognition of achievements outside school
- Pupil performance in assembly, Performing Arts Concerts and Inter-house Competition.
- The sharing of good work in assembly
- Courtesy awards and Playground Buddy: badges
- House Captains, Prefects and librarians, helping with book fairs, and appropriate duties in the classroom, playground and at events.
- Going into the community. Pupils take part in charity concerts such as The Mayor's Parlour.
- Fixtures against other schools helps build team spirit.
- Shared worship: School chapel, Harvest, Advent service of Light, Christingle, Founders Day, Prize Day.
- Inter - House competitions: Public speaking, general knowledge, art competitions, Talent evenings
- PE Leaderships training days
- Pastoral care – self-esteem workshops and trips out

Life Skills for Children

At The Royal School the pupils' knowledge and safety is held at the greatest of importance which is why there are opportunities for children to develop their knowledge and understanding of how to keep themselves safe through workshops in every year group.

Reception- Road Safety creates opportunities for young children to increase their awareness of how to keep safe when crossing the road. This workshop is age appropriate and incorporates fun and memorable songs and activities so that young children can recall information and safely cross the road.

Year 1- RNLI water safety is an interactive presentation delivered by an experienced speaker. Topics include sea and beach safety, how lifeboat rescues work, the history of the RNLI, the work of a charity, volunteering and explores real life situations and threats when visiting the sea side.

Year 2- Stranger Danger identifies potential threats of people unknown to children. This workshop is designed for better understanding of the rules and safety tips children can use in order to protect themselves from adult strangers. Crucially children need to understand that a person they do not know can be dangerous despite what they might look like.

Year 3- Canal Safety aims to raise awareness of the hazards of being near water, how to avoid them and to learn what to do in an emergency. This workshop is designed to be interactive and promote discussion and it consists of a variety of objects, equipment and activities.

Year 4- Fire Safety explores potentials fire risks and how to seek help. During this presentation officers use their training, experience and expertise to deliver fire safety messages in a sensitive and reassuring way so children understand the importance of home fire safety without becoming worried about a fire happening in their home. The workshops explains that fire kills, destroys homes and spreads quickly. The children are encouraged to talk about how to make fire escape plans from homes (including tower blocks), what to do if there is a fire, and how to call 999.

Year 5- Safe Side consolidates all the areas of previous learning by practically re-enacting potential dangerous situations and putting knowledge to the test. The full sized street scene at **Eastside** includes a working pedestrian crossing, double decker bus, building society branch, shop, car, canal, court room, police station, house and much more. Key issues such as road, fire and water safety are covered alongside input on vandalism, drugs and alcohol, financial awareness, what to do in an emergency and other life skills for independent living.

Year 6- Bikeability is a bicycle training programme provided for children and delivered by certified instructors. During this workshop the children will be taught practical skills and understanding of how to cycle on today's roads. This workshop is designed to give everyone the skills and confidence for all kinds of cycling.

The aim of these workshops are to develop preparedness for situations children may encounter outside of school and develop skills that can keep them safe in potential dangers. By the time pupils have reached year 6 they will have been exposed to various scenarios along with ideas of how to problem solve in difficult situations.

SMSC (Spiritual, Moral, Social and Cultural)

Pupil's spiritual development can be seen through:

- The growth of their sense of self-worth through reflection of their personal values, beliefs, experiences, strengths and weaknesses
- Exploring the values and beliefs of others and developing a respect for these
- A sense of passion and enjoyment in their learning, and about themselves and the world around them

Pupil's moral development can be seen through:

- Being able to recognise the difference between right and wrong and the willingness to apply this understanding to their own lives
- An understanding of their own and other's actions and a readiness to accept the consequences
- Exploring moral codes and values, and ethical issues within school and the wider society, and to apply their understanding of what is the right thing to do

Pupil's cultural development can be seen through:

- Understanding and appreciating a wide variety of cultural influences that have shaped their own heritage and development
- A willingness to take part in, and respond to artistic, musical sporting and cultural diversity including how they accept, respect, and celebrate diversity through their attitudes towards different religious, ethnic and socio-economic groups in the local and wider communities.

Pupil's social development can be seen through:

- An understanding of the rights and responsibilities of being members of families and communities and appreciating how these function
- Developing their personal qualities and social skills through working with people of different ages, abilities, gender, religious, ethnic, cultural and socio-economic backgrounds
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively to work towards positive outcomes.

Assessment

At The Royal, teachers integrate effective AfL in all areas of the curriculum. In PSHE Education, this specifically involves:

- ongoing summative assessment through conversations and dialogue
- implementing a learning ladder of success using Bloom's Taxonomy to assess their attainment at the end of a unit
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more;
- completing end of unit assessments, either as a whole class, in groups, with a peer or individually;
- Reflection and target setting at the end of each learning cycle.

The assessments that we make of pupil achievement are positive and we report on these to parents in the end of year School reports and at Parent Evenings.

Equal Opportunities

We teach PSHE Education to all children, regardless of their ability. Our teachers provide opportunities matched to individual needs of the children with learning difficulties. Intervention through extra support within the classroom will be provided by the use of teaching assistants. For More Able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

PSHE and ICT

ICT makes a contribution to the teaching of PSHE in that children in ICT classes learn how to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

Policies Linked to this Policy:

Safeguarding Policy
Anti- Bullying Policy

Behaviour Policy
Relationships and Sex Education (RSE) Policy