

Prince of Wales Primary School

PSHE Policy

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| Last reviewed: | April 2019 |
| Date of next review: | January 2020 (new guidance) |
| Member of staff responsible | Kim Stylli |

The Government's PSHE education review concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The Dfe has however stated that part of its National Curriculum guidance that *'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice'*.

The three core themes on which PSHE should be taught are:-

1. Health and Well being
2. Relationships
3. Living in the Wider World

Prince of Wales Primary School

Personal, Social and Health Education and Citizenship Policy

I. Aims and Objectives

I.1 Personal, Social and Health Education (PSHE) and Citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, and to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the 'School Parliament'. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

I.2 The aims of PSHE and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle
- have respect for others
- 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
- understand what makes for good relationships with others

- be independent and responsible members of the school community
- be positive and active members of a democratic society
- be aware of safety issues.
- be up to date with accurate and relevant knowledge
- provided with opportunities to turn that knowledge into personal understanding
- provide opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- provide the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

2. Teaching and Learning Style

2.1 We use a range of teaching and learning styles. PSHE will be covered by planned discrete curriculum time, for example, Circle Times and P4C. Circle Times and P4C are taught according to the PSHE Scheme of Work for Enfield (See appendix 1). We place an emphasis on active learning by also including the children in discussions, investigations, and problem-solving activities and role-play scenarios. We encourage the children to take part in a range of creative and practical activities that promote active citizenship, for example in charity fundraising, or the planning of school events such as an assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting

speakers, such as health workers, police, safety personnel, religious representatives, whom we invite into school to talk about their role in creating a positive and supportive local community.

2.2 Children's learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school. All activities that contribute to that ethos, such as lunchtime supervision in the dining halls and playground, Achievement Assemblies, Enrichment Clubs and extra curriculum activities are positively encouraged. We also promote a Values based education (See Appendix 2).

2.3 We recognise the Healthy Schools Award as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

3. PSHE and Citizenship curriculum planning

3.1 We use the Enfield's Scheme of Work for PSHE, which has been cross referenced to the British Values. The planning is supported by appropriate programmes, such as 'The Christopher Winter Project' (CWP) for teaching Sex and Relationship Education and Drug and Alcohol Education in Primary Schools for years 1 to 6.

3.2 We may introduce PSHE and Citizenship through three annual Prince of Wales charity days, and other subjects, for example when teaching about local environment issues in

Geography. There is also an overlap between the programmes of study of Religious Education and PSHE and Citizenship.

3.3 We also develop PSHE and Citizenship awareness through activities and whole-school events, e.g. the members of the School Parliament (MSPs) from each class meet regularly to discuss school, local and national matters. We offer residential visits to Year 6 children where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills through team building activities. We also offer and encourage participation in sports, creative and musical activities, alongside Enrichment Clubs.

4. Foundation Stage

4.1 We teach PSHE and Citizenship to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children in our school we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the document "Development Matters in the Early Years Foundation Stage". Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the document. We also support Citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'. See Appendix 3.

5. Teaching PSHE and Citizenship to children with Special Needs

5.1 We teach PSHE and Citizenship to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account any targets that may be set for the children in their Individual Education Plans and offer access to a Learning Mentor as the need arises.

6. Inclusion

6.1 All children matter and are given every opportunity to achieve their best.

We achieve this by planning which will meet the needs of:

- boys and girls
- children with special educational needs
- children who are more able
- children with disabilities
- children from all social and cultural backgrounds
- different ethnic groups and diverse linguistic backgrounds.

6.2 We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping
- using a range of teaching strategies that are based on their needs

- ensuring access to every activity where it is safe and reasonable to do so.

6.3 We have the following Intervention Groups in place at Prince of Wales:-

- Language and Social Skills Group (LASS – EYFS and KSI)
- Friendship Groups/Social Skills Group
- Circle Time
- Better Reading Partners
- Daily Supported/Guided Reading (DSR and DGR)
- Number Counts
- First Class @ number
- Success @ Arithmetic
- Inference Groups
- Harmony
- Nurture Group – (Rainbow Class)
- Willows (KS2)
- Music Therapy
- Place to Talk
- Place to Be (P2B)

7. Assessment and Recording

7.1 Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons and other activities. We have clear expectations of what the pupils will know, understand and be able to do at the end of

each Key Stage. Assessment should offer the children the opportunity to reflect on their own progress.

7.2 Teachers record the achievements of pupils in PSHE and Citizenship. We report these achievements to parents each year.

7.3 We keep records of the contribution to the life of the school and community in photographic form. Our Celebration Assemblies promote personal achievement and rewards thoughtful caring behaviour.

7.4 We encourage our pupils to keep records of their contribution to the life of the school and community by participating in the production of the school newsletter.

8. Resources

8.1 We keep resources for PSHE and Citizenship in a central store on the S Drive. A selection of PSHE and Philosophy for Children (P4C) books is stored in the staffroom. Christopher Winter Project books for Relationship Education are kept with the PSHE Coordinator. Teachers are encouraged to use a range of appropriate websites. We have additional resources in the school libraries.

9. Monitoring and review

9.1 The PSHE and Citizenship Co-ordinator together with the Headteacher is responsible for monitoring the standards of

children's work and the quality of teaching of this subject. The Co-ordinator supports colleagues in the teaching of PSHE and Citizenship by providing them with information about current developments in this subject. The Co-ordinator also provides a strategic lead and direction for the school in PSHE and Citizenship, evaluating strengths and weaknesses and indicating areas for further improvement/development in this subject.

10. Attainment Targets

There are no attainment targets for PSHE education. Schools should continue to make use of the existing end of key stage statements to inform the assessment process. Opportunities for both Assessment for Learning and Assessment of learning are relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported.

Note: This PSHE and Citizenship policy should be read in conjunction with other school policies.

Links to related school policies

PSHE and Citizenship

Science

Physical Education

Child Protection

- Religious Education
- ICT – E Safety on the Internet

- Behaviour

Reviewed April 2019

Appendix I: PoW PSHE Curriculum Overview – KS1 and KS2

| | Relationships | Relationships | Health & Wellbeing | Living in wider world | Health & Wellbeing | Living in wider world |
|---------------|--|---|--|---|--|--|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half term 5 | Half term 6 |
| Year 1 | Who am I? Keeping safe in school Being a good friend Identifying feelings | Gifts and talents Understanding jealousy What is bullying? Secrets and surprises | Our Daily Routine Keeping Clean Dental Health Growing and Changing Families and Care | Values of coins and notes Needs and wants Looking after my money Understanding change | Staying healthy Medicines Who gives us medicines? Going to hospital | Cooperation in a group Living together Outdoor safety Environment |
| Year 2 | Self awareness Managing feelings Resolving arguments and working with others Habits and obstacles to change | Being cared for Loss of things you care about and bereavement Effects of bullying Choices and consequences | Differences: boys & girls Differences: males & females Naming Body Parts Body image Exercise and fitness | Keeping track of money Spend or save? Where money comes from Rights and responsibilities | Risk Hazardous substances Safety Rules Emergency services – when and how they can help us | Community People who help us Gender and work Urban and rural environments World environments |
| Year 3 | Recognising feelings in others & understanding body language Responding to different viewpoints | Resisting pressure from others Taking responsibility for behaviour Learning styles | Differences: male and female Personal Space & Touch Family Differences | Ways to pay Lending and borrowing Earning money Jobs | Why People Smoke Physical effects of smoking No Smoking Being physically active | Staying safe Our community in the media Organisations which help our community |

| | Relationships | | Health & Wellbeing | Living in wider world | Health & Wellbeing | Living in wider world |
|---------------|---|--|---|--|---|--|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half term 5 | Half term 6 |
| | Resolving conflict Being assertive | Planning to reach a goal | Gender roles at home and school Feeding the family | Other people's lives around the world | | Rubbish and recycling |
| Year 4 | Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths | Different types of relationships When relationships go wrong Losing someone we care about Protecting against cyberbullying | Growing & Changing What is puberty? Puberty changes and reproduction Changes in relationships at home Being Active | Keeping records Using accounts to keep money safe What are charities? Rules & responsibilities in society | Habits and self-control Effects of Alcohol Alcohol and risk Limits to drinking alcohol Choosing the right health service | Housing needs and wants Home is.. R&R at home Celebrations in different cultures Accepting differences |
| Year 5 | Welcoming & belonging Teamwork Giving praise and positive feedback Raising concerns and helping friends in need | Forgiveness and friendships Understanding embarrassment Consequences of teasing and bullying Importance of anger management | Talking about puberty Male and female changes Puberty and hygiene Body image and the media Positive physical and emotional health | Foreign currency What influences spending? Saving money Changing schools | Legal and illegal drugs (including tobacco and alcohol) Attitudes to drugs Peer Pressure Healthy lifestyle choices: judging risk | Schools abroad Different communities Democracy, government and politics Campaigns and media influence |
| Year 6 | Celebrating achievements | Managing overwhelming feelings | Puberty & reproduction | Effects of economic choices | Cannabis VSA, Getting help | Helping others - at home, at school and |

| | Relationships | Relationships | Health & Wellbeing | Living in wider world | Health & Wellbeing | Living in wider world |
|--|--|---|--|---|---|---|
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half term 5 | Half term 6 |
| | Making future plans Resilience and perseverance Different viewpoints | Accepting our part in a conflict Assertiveness Communication in relationships (including online safety) | Understanding relationships Conception & Pregnancy Health services Healthy families and nutrition | Debt and risk Enterprise Responsibilities at secondary school Safer journeys | and First Aid Help, advice and support Managing stress: my leisure time | in the community Housing Local and global communities Inequalities |

Prince of Wales - PSHE Diary Notes:

Black History Month: October (first half of autumn term)

Anti-Bullying Week: November (second half of autumn term)

Road Safety Week: November (second half of autumn term)

Safer Internet Day: February (first half of spring term)

Mental Health Week: February (first half of spring term)

Stephen Lawrence Assembly – Live your Best Life: April 22nd

My Money Week: June (second half of summer term)

Appendix 2

Prince of Wales Values Plan – promoting British Values and pupils’ Spiritual, Moral, Social and Cultural development (SMSC)

| <p>Month</p> <p>DfE: British Values (BV)</p> | <p>British Value (BV) & PoW Value for the Month</p> <p>Year 1</p> | <p>British Value (BV) & PoW Value for the Month</p> <p>Year 2</p> | <p>Global Dimension 8 Concepts (used more than once)</p> | <p>PSHE 3 Core Themes & Assembly Themes:</p> | <p>School Events & Community Links</p> | <p>Prince of Wales Charity Days (one each term)</p> |
|--|---|---|---|--|--|--|
| <p>September</p> | <p>BV: Mutual Respect</p> <p>Attitude</p> | <p>BV: Mutual Respect</p> <p>Thoughtfulness</p> | <p>Values & Perceptions</p> | <p>PSHE Relationships</p> | | |
| <p>October</p> | <p>BV: Mutual Respect & Tolerance</p> <p>To be able to identify & combat discrimination</p> <p>Co-operation</p> | <p>BV: Mutual Respect</p> <p>Compassion</p> | <p>Human Rights & Social Justice</p> | <p>PSHE Relationships</p> <p>Harvest Festival</p> <p>Black History Month</p> | <p>Support Enfield Food Bank</p> | |
| <p>November</p> | <p>BV: Individual Liberty</p> <p>Freedom</p> <p>To be able to identify & combat discrimination</p> | <p>BV: Mutual Respect & Tolerance</p> <p>Sensitivity</p> | <p>Diversity & Conflict Resolution</p> | <p>PSHE Relationships</p> <p>Anti-Bullying Week</p> | <p>Road Safety Week</p> | <p>Poppy Appeal</p> <p>PoW Charity Day: Children in Need</p> |

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| December | <u>BV: Democracy</u> Peace | <u>BV: Democracy</u> Kindness | Diversity & Conflict Resolution | <u>PSHE Relationships</u> Christmas: KSI Nativity | | |
| January | <u>BV: Individual Liberty</u> Humility | <u>BV: Individual Liberty</u> Confidence & Ambition | Values & Perceptions | <u>PSHE Health & Wellbeing</u> | | |
| February | <u>BV: Tolerance</u> Honesty: Distinguish right from wrong | <u>BV: Individual Liberty</u> Curiosity | Human Rights | <u>PSHE Health & Wellbeing</u> <u>Christopher Winter Project: Relationships</u> Safer Internet Day | Mental Health Week with P2B | |
| March | Humour <u>BV: Individual Liberty</u> | Humour <u>BV: Individual Liberty</u> | Sustainable Development & Social Justice | <u>PSHE Living in wider world</u> | | PoW Charity Day: Comic Relief/Sports Relief |
| April | <u>BV: Democracy & Rule of Law</u> Responsibility: Being a part of democratic process | <u>BV: Mutual Respect & Tolerance</u> Optimism: Patience & Hope | Values & Perceptions | <u>PSHE Living in wider world</u> Easter | April 22 nd : Stephen Lawrence Assembly: Live your Best Life theme. | |

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| | e.g. school council | | | | Easter Bonnet Competition Easter Bonnet Parade | |
| May | BV: Individual liberty & Rule of Law Creativity | BV: Individual liberty & Rule of Law Enthusiasm | Values & Perceptions | PSHE Health & Wellbeing (Christopher Winter Project - Drug & Alcohol Education) | | |
| June | BV: Individual Liberty, Mutual Respect & Tolerance Happiness: developing self-esteem & self-knowledge | BV: Individual Liberty, Mutual Respect & Tolerance Gratitude | Interdependence & Global Citizenship | PSHE Living in wider world | My Money Week School Fete | |
| July | BV: Individual Liberty, Mutual Respect & Tolerance Friendship | BV: Individual Liberty, Mutual Respect & Tolerance Unity & Trust | Interdependence & Global Citizenship | PSHE Living in wider world Leavers Assembly | Sports Day & Family Picnic | |

Following DfE's 'British Values' demonstrates how Prince of Wales School is meeting the requirements of Section 78 of Education Act 2002 in our provision of SMSC.

Appendix 3 Prince of Wales - EYFS Values Plan



The EYFS Woodlands...learning together, growing together

Promoting British Values and pupils' Spiritual, Moral, Social and Cultural development (SMSC)

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| <p>The five fundamental British Values.</p> | <p>Our Early Year's Values</p> | <p>How do we actively promote the British Values and our Early Year's Values, in the Woodlands?</p> <p>For example...</p> |
| <p>Individual Liberty.</p> | <p>Confidence and Independence.</p> | <p>In our EYFS we actively promote Individual Liberty alongside Confidence and Independence by teaching the children and their families about our '10 Stepping Stones to be Nursery/Reception ready'...</p> <ol style="list-style-type: none"> 1. I can settle happily without my parent/carer. 2. I can tell friends and grown-ups what I need. 3. I can take turns and share when I am playing. |

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| | | <ol style="list-style-type: none"> 4. I can go to the toilet on my own and wash my hands. 5. I can put on my coat and shoes and feed myself. 6. I can tell a grown-up when I am happy, sad or cross. 7. I know that what I do or say can make people happy/sad. 8. I am curious and want to learn and play. 9. I can stop what I am doing, listen and follow simple instructions. 10. I enjoy sharing books with grown-ups. |
| <p>Rule of Law</p> | <p>Kindness.</p> | <p>In our EYFS we actively promote the Rule of Law and Kindness by...following the school's 'Golden Rules', which are...</p> <ol style="list-style-type: none"> 1. I can be kind and helpful. 2. Be honest. 3. Listen to people. 4. Look after property. 5. Work hard. 6. Be gentle. |
| <p>Mutual Respect and Tolerance of</p> | <p>Community.</p> | <p>In our EYFS we actively promote Mutual Respect and Tolerance alongside Community all through the year.</p> <ul style="list-style-type: none"> ❖ We celebrate and value festivals like Diwali, Christmas, Chinese New Year and Easter. ❖ We invite our parents and carers to a 'Story Cafe' to celebrate Christmas, Valentine's Day, Easter and the end of Reception. ❖ We raise money every year for three Charities: Children in Need, Comic Relief and the World Wide Fund (WWF). |

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| different faiths and beliefs. | | <ul style="list-style-type: none"> ❖ We learn about other cultures and celebrate a whole school 'cultural day'. ❖ We invite our families to our annual Art Exhibition and to watch our Christmas Concert and our summer Sport's Day. |
| Democracy. | Choice. | <p>In our EYFS we actively promote Democracy and Choice.</p> <ul style="list-style-type: none"> ❖ We promote the characteristics of effective learning: creating and thinking critically, playing and exploring, alongside active learning. ❖ We provide an enabling environment for the children to learn as they play. ❖ We encourage the children to know that their thoughts and feelings are important. ❖ We encourage the children to share toys and play together. ❖ We encourage the children to make choices during free-flow play. ❖ Children can write a request for their favourite story to be read at the end of the day. |

Following DfE's 'British Values' demonstrates how EYFS at Prince of Wales School are meeting the requirements of Section 78 of Education Act 2002 in our provision of SMSC