

Lythe CEVC School

PSHE Policy

“Dear friend, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.”

3 John 1:2

Date created: May 2017

Date for review: May 2020

Related Policies: SRE Policy, Drugs Policy, Child Protection Policy, Inclusion Policy, Equality Statement, Code of Conduct, Behaviour policy

This policy is available to parents and carers via the school website, with hard copies available on request from the school office.

Underpinning vision and values

Lythe School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils.

Lythe Church of England Voluntary Controlled Primary School is one of the family of Church Schools in the York Diocese. We are a caring Church School, with an ethos that is committed to a high quality of education for all pupils, nurtured within an inclusive, distinctive Christian environment. Our vision is that all our children will leave us with the confidence that they are, and will continue to be confident, able learners, with positive memories and a value of their time at Lythe Church of England Primary School.

The values we hold for our school arise from the teachings and life of Christ who embodies them. PSHE teaching will reflect our belief that all children are uniquely created and of individual worth, and support the exploration of Christian values such as wisdom, endurance, service, compassion, trust, forgiveness, friendship and hope.

Creating a safe and supportive learning environment.

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. At Lythe School we do this by establishing clear 'ground rules' at the beginning of a session so that all talk and actions follow our Golden Rules of "Be Kind, Be Safe, Be Respectful." Teachers make children aware that what they say will not be repeated unless the teacher is worried that the child, or someone else, is vulnerable or at risk, in line with the procedures laid out in our Child Protection policy. If children seek advice on a personal issue, or ask an anonymous question in writing, teachers will follow the procedures in the Child Protection policy.

Questions to the teacher will be answered openly and honestly but with due regard for the age and developmental stage of the pupil(s) and the privacy of teachers and pupils. Teachers may defer answering a question to allow them to consult with colleagues or senior management. A procedure for asking anonymous questions is provided in each class and the teacher takes responsibility for answering the questions appropriately.

All staff are bound by the Code of Conduct regarding confidentiality and the observance of professional boundaries.

Equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by providing opportunities for children to experience success in different areas of their lives, and by providing positive role models, including those who overcome barriers, including stereotyping and prejudice.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. Potentially vulnerable children are identified and highlighted in teachers' planning, and provision that is additional to or different from Quality First teaching is supervised and monitored by the SENCo. We promote social learning and expect our pupils to show a high regard for the needs of others by making our values explicit when issuing requests, instructions, rewards or sanctions, and working towards reconciliation in the case of disputes. Values are rewarded alongside academic, sporting and other awards at our Achievement Assemblies. Outside the classroom, children are encouraged to take responsibility for themselves and others, for example through acting as lunchtime monitors, sports coaches or serving on the Collective Worship team.

We use PSHE education as a vehicle to address diversity issues and to ensure equality for all through our use of the PHSE Association's Scheme of Work, which makes use of ongoing formative and summative assessment to assess and address the learning needs of all children. It is highly adaptable, and teachers work collaboratively with agencies outside the school to meet needs as they arise.

What are our intended outcomes?

Children will show understanding, through written and spoken discourse, and through their actions, of the concepts of personal identity, relationships, a balanced lifestyle, risk and safety, diversity and equality, rights and responsibilities, change, power and future career possibilities. They will develop the skills of self-improvement, avoiding "thinking traps" (eg stereotyping), resilience, self-regulation, management of peer influence, self-organisation, obtaining help and support, articulating their own values, using their learning in different situations and fostering a healthy self-concept. They will also show understanding of empathy, respect, discernment, employment and enterprise skills, equality and diversity and how to build healthy relationships.

Key principles and teaching methods

PSHE will be taught through a range of teaching methods including whole-class and small group discussion including circle time, drama and role play, research, games, writing / drawing activities, responding to media clips or real-life situations, quizzes, questionnaires, working walls, and all teaching methods including differentiation and intervention if required. ICT will be used, including for research, recording ideas, assessment, and collaborative working with people in and out of school.

Research demonstrates that PSHE education needs to 'start from where pupils are'. It is likely that pupils will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. All new topics will therefore have clear and precise learning objectives, and will begin with a baseline assessment activity (see PHSE Association Scheme of Work).

Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. We will ensure that all sessions, including those on risky behaviour, make clear the true consequences of the lifestyle choice, but show balance and make the real picture clear - pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. Teachers reassure children that, in reality, the majority of young people make positive, healthy lifestyle choices.

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative assessment**. Ipsative assessment compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of a test syllabus. All topics will therefore end with a summative assessment activity (self, peer or teacher assessed) which will show the nature of the progress made by each individual. It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing.

It is important that learning in PSHE is applied elsewhere, and we will ensure cross-curricular learning by explicitly including PSHE learning in the planning for other subjects, and commenting on children's understanding alongside the objectives for that subject.

How will we ensure inclusion and differentiate learning?

We will identify the different starting points of individuals through baseline assessment activities. Teachers follow the school's policies on inclusion and equality and work collaboratively to ensure that needs are identified and met.

The SENCo is responsible for overseeing and assessing the impact of provision for children with SEND. As far as is appropriate, children with SEND will follow the same curriculum as children without, and teachers will direct teaching assistants, including identifying training and resource needs and directing small group or individual work.

How will parents and carers be involved?

We are committed to working with families, who will be informed of work in PHSE through newsletters, the school website and Facebook pages, and through attendance at "Working Together" events. Activities in preparation for, or subsequent to, different topics may be sent as homework for parents and children to discuss together. Parent Voice questionnaires will be used to assess parent views on PSHE provision.

Parents will be notified about the provision of non-statutory sex education lessons before the lessons take place, and this will include information about their right to withdraw their child from these lessons. Active consent will be sought before a child is allowed to participate in these lessons.

How will we ensure the curriculum is balanced?

While we have a clear set of values that we wish to promote, we also have a responsibility to provide a balanced education that will give children the information they need to make choices which are beneficial to them rather than harmful. Teachers therefore ensure they are sensitive to a range of views about different topics, while giving clear, age-appropriate access to learning that will help children stay safe and healthy and protect and enforce their human rights.

How will we ensure our equalities obligations are fulfilled?

Governing bodies have responsibilities under the Equalities Act 2010 to ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. In line with our Equality Statement, PSHE teaching is therefore sensitive to the different needs of individual pupils and will adapt over time as the pupil population changes, with regular policy reviews.

Our PSHE curriculum helps pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

The use of visitors

Visitors to the classroom can bring their expertise or personal stories to enrich pupil's learning. Teachers always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance, and any input from visitors is part of a planned, developmental programme rather than a substitute for it. Teachers are always present to manage the learning.

Visitors are subject to the school's usual safeguarding checks (Child Protection policy & Visitors' Policy) and are bound by the school's policy on confidentiality.

Timetabling

PSHE education is most effectively taught through a 'spiral programme'. We therefore organise learning into a series of recurring themes, each lasting half a term or a term, which pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. Teachers may organise "experience days" or long-blocked timetabled learning, but the majority of learning is through regular, frequent lessons.