



Oliver Goldsmith Primary School

Personal, Social, Health and Economic Education

(PSHE)

Policy 2019

Introduction

At Oliver Goldsmith primary school, we believe our PSHE teaching would give our children the skills and understanding to become healthy, secure, independent and responsible members of society.

Our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society. We prepare our pupils for the opportunities, responsibilities and experiences of later life.

Rationale:

- Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- Support the Prevent strategy, by instilling in children a sense of identity and belonging.
- Incorporate government initiatives into planning in all key stages.
- Ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum and the Jigsaw programme.

- Make explicit the school's commitment to delivering PSHE/Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE/Citizenship Framework in a whole-school approach.
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

Values or moral framework

PSHE/Citizenship should reflect and be reflected in the values and ethos of Oliver Goldsmith Primary School.

This policy relates to the school Sex and Relationships Policy, Drugs Education Policy, Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities Policy, Disability Equality Scheme, Health and Safety Policy and Staff Code of Conduct.

Definitions and purpose

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education' (National Curriculum, 2014)

'Young people need the opportunity to receive high-quality PSHE and SRE at school. They have a right to information that will help keep them healthy and safe. PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and SRE in schools 2015)

'This area of learning lays the foundations for long-term wellbeing and contributes to children's social, economic and physical development. It is central to their development as confident individuals.' (QCDA, 2010)

Teaching and learning about PSHE/Citizenship

PSHE/ Citizenship is co-ordinated by Tugba Bas. PSHE/ Citizenship is delivered by class teachers with support from the subject leader and the School Nurse, when appropriate, in carrying out health promotion across the school. In matters of Safety and Citizenship outside agencies will support the delivery of the curriculum.

PSHE/Citizenship is concerned with knowledge, the development of skills and attitudes.

The teaching objectives are to:

- Develop pupils' confidence, self-esteem and responsibility and make the most of their abilities
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community
- Develop healthy safer lifestyles
- Develop good relationships and respect the differences between people.
- Encourage a respect for democracy and British laws, instill a strong sense of what is right and wrong
- Promote British values as part of pupil's SMSC development

These will be achieved through the curriculum, through contributing to school life and through community links.

Teaching and Learning will take place in four ways:

- **Dedicated/discrete curriculum time:** Jigsaw, P4C, Circle Time
- **Other curriculum areas:**

English: *skills in enquiry and communication; stories that illustrate aspects of personal and social development;*

Maths: *counting, sharing and economics*

Science: *Drugs, including medicine, sex, health, safety and the environment;*

Design and Technology: *health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology; ICT: communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety*

History: reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;

Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries;

Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;

Music: making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;

P.E: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity

R.E: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

In the Foundation Stage PSHE/Citizenship is a key part of the curriculum and is integral in all seven areas of learning. It is also taught specifically in the Personal, Social and Emotional area of learning.

PSHE/ Citizenship activities and school events:

Pupils are given opportunities to participate in class outings at least once a term. There are further opportunities involving visits to local venues, galleries, exhibitions and events.

Other activities/events include:

- School Journey for Year Six
- Visitors to the school e.g London Fire Brigade, Police, and Child Line
- Celebrating diversity e.g. Around the World Day, Black History
- Pupil Voice e.g. Peckham Citizenship
- Special school events involving the community when possible.

Ethos, organisation, structures and daily practices of school life:

Pupil participation includes:

- School Council: Upper and Lower School Councils
- Monitors elected in class

- Play Leaders
- Drawing up class rules
- Participation in assemblies
- Fruit monitors
- Pupils taking responsibility for tasks around the school, e.g. recycling paper bins, answering class phones and communication messages, etc.

Methods and Content

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. The teacher will need to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

The PSHE/Citizenship Scheme of work will be delivered throughout the school year, using the **Jigsaw Scheme of Work**.

Overview of Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Monitoring, Assessment, recording and reports

Assessment,

To be successful independent learners, students need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The PSHE Co-ordinator will be responsible for ensuring the policy and programmes are implemented as agreed.

Assessment of Jigsaw

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Monitoring

Assembly record / diary recording content

Monitoring planning, with focus on PSHE /Citizenship activities Displays – SEAL/PSHE board that reflects current theme Book Monitoring

Teacher, parent and child questionnaires

Review in PSHE staff meetings and discussions with staff - monitor themes completed/in progress (how it has been received, what has gone well, how the staff feel about it, resources issues, training needs).

Consultation of children

Working with Parents/Carers and external agencies/ community links

Working with parents/carers is a vital part of the PSHE/ Citizenship curriculum, because the provision should complement the personal and social development of children provided at home.

At Oliver Goldsmith Primary the parent/carer is involved at the very start of a child's first education, in meetings and in consultation over the Home-School agreement. parent/carer involvement is encouraged in all parts of their child/children's education.

Community links and work-related activities linked with charitable and voluntary groups are encouraged in order to complement the PSHE curriculum and benefit the school, such as:

- Harvest Festival celebration: Autumn Term each year, classwork culminating in Assemblies focusing on various aspects of Harvest and in a collection of foods presented to the Manna Society, London, SE1, a charity for single homeless people, people in need and migrant workers
- Comic Relief: Spring Term (alternate years); work in class on issues raised, with assemblies and celebration; money raised sent to Comic Relief charity for people in need, mainly in the UK and in Africa
- Black History Month; held in October, celebration of achievements and lives of black people; link with Science, ICT, History, Geography, Art and Design, Music, R.E. and Drama, with class work culminating in Assemblies to which Parents/Carers are invited to celebrate with their children.

External agencies should not be left alone with a class, group or individual Some external agencies working in school are bound by their own professional codes of conduct and school policy needs to be clarified from the start.

Any procedures should complement the school's policy and procedures on Safeguarding and the Staff Code of Conduct.

Staff professional development

PSHE will be reviewed throughout the academic year by the PSHE Co-coordinator in order to identify professional development needs; staff will be supported accordingly. Staff INSETS and training to be planned into the academic year to ensure best practice.

Date of Review: **January 2019**

Date of Next Review: September 2020