

Jerry Clay Academy



PSHE Policy

March 2022
Review Date: March 2024

Introduction:

What is PSHE?

Personal, social, health and economic education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, spiritual and cultural issues that are part of growing up and essential for children to reach their full potential. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as through a wider curriculum; reactivity, assemblies, circle time, special school projects and other activities that enrich pupils' experiences are integral to PSHE. Relationship education is a statutory element of PSHE in Primary School at key stages 1 and 2.

Why should it be Taught?

Personal, Health and Social Education underpins life at Jerry Clay Academy. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our wider School Curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life and work in an ever changing world and modern British society.

"PSHE education gives pupils the knowledge, skills and attributes they need to keep themselves healthy and safe, and to 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"
PSHE Association.

Intent:

PSHE reinforces the School Aims:

At Jerry Clay we have very high expectations of our children and ourselves. We aim to prepare your children for a future full of learning which will enable them to play a full and active part in the world they inherit. The skills of co-operation, effective communication, perseverance, self-discipline, team-work and self-motivation support our academic successes and will be key factors in your children's future lives; we look forward to seeing them flourish within our aspirational, secure and happy environment. We believe that everyone is on an everlasting learning journey. Adults and children at Jerry Clay Academy 'strive to be the best' that we can be in everything we do, so that we can significantly impact the learning of ourselves and

others. We want to ensure that we are constantly adapting to meet the needs of all of our learners in this exciting and ever-changing society.

Our Vision is to promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

Our aims are to...

Create an aspirational environment in which the children feel motivated, secure and happy.

Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and aesthetically in order to enable him/her to achieve their potential.

Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general.

Provide a curriculum which is wide, progressive purposeful & connects to our community.

Foster excellent relationships among all staff, children, parents, governors and the community and promote equality of opportunity.

Implementation:

Organisation and Planning

Who is responsible for co-ordinating the subject?

Mrs Burrows is responsible for co-ordinating the whole School PSHE curriculum including Mental, health and emotional well-being and RSE. Mrs Wood is our designated Learning support and mental health and well-being expert.

How it will be organised and covered?

PSHE will be provided by;

- Discreet Curriculum time and embedding our School Learner traits.
- Teaching through 'Contexts for Learning'.
- Assemblies, class assemblies, visitors, class discussions and circle time.
- Reactivity - As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- After School activities including a mindfulness club.
- Planned learning for PSHE in Medium term plans using the 1 decision kite marked scheme.

Provision Made for Children with Particular Needs

- Designated Learning support.
- Open door policy and regular contact with parents working in partnership with the school.

- Trusting relationships with the senior leaders and other members of staff enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.

Teaching Methods and Approaches

- In EYFS, teachers will plan from children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and through PLOED's (Possible Lines of Enquiry and Development) in conjunction with the Statutory guidance EYFS framework 2021, Development Matters 2021 and the Characteristics of Effective Learning. The 1 Decision scheme and mapping document is used as a resource bank and essential teaching tool throughout the year.
- In KS1 and 2, teachers will plan through their themes and Contexts for Learning in relation to The National Curriculum Framework for PSHE. Links have been made through contexts for learning to PSHE and can be found in the ideas section of the contexts and in the PSHE areas of learning links to contexts grid. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.
- The 1 decision scheme of work and online resource bank are used as an essential part of delivering the PSHE curriculum in each class. Knowledge Organisers (KO's) linked to the 1 decision scheme are used in Years 1-6 and are both progressive and take into consideration our wider community and local area.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem-solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- SMSC is addressed through the curriculum in all our Contexts for Learning.

1 decision resource

The 1 decision scheme is used throughout School as a supportive tool and bank of resources to deliver key aspects of the statutory and non-statutory elements of the PSHE curriculum. Topics covered are - keeping and staying safe, keeping and staying healthy, relationships and sex education, being responsible, British Values, feelings and emotions, computer safety, the working world, fire safety and mindfulness.

Criteria for Resource Allocation

Resources are selected that are:

- Age appropriate,
- Non-discriminatory and
- In accordance with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff. These are added electronically when teachers develop teaching and learning ideas. The 1 decision kite marked online resource bank is used throughout EYFS and Years 1-6.

Staff Professional Development

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE. They are encouraged to access appropriate school based INSET or external CPD opportunities. We encourage peer observation and peer support from our team of ASTs to offer further CPD opportunities.

Assessment and Reporting on Learning

In PSHE there are two broad areas for assessment:

1. Children's knowledge and understanding. For example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g., the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes. For example, through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.
3. RSE is now a statutory component of the PSHE curriculum. This will be assessed through each unit of work outlined within the knowledge organisers and programme of study.

Monitoring progress and assessing attainment

Opportunities to monitor the children's Progress in PSHE and RSE are built into our programme of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different activities, application of and retrieval of key concepts. In EYFS and Key Stage 1, a whole class wise time book is kept as a record of key learning and discussions. In Key Stage 2 each child has a 'PSHE Learning Journey' book to record and reflect on their learning. These are used to inform progress and to assess and report on children's learning and development in PSHE.

Whole School

- PSHE is reported to parents in the end of year record of achievement where personal, social and the child as a learner are a main focus.

- Teachers update their class assessment and data profiles where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

Teachers use the wise time display in classrooms to record incidental quotes and discussion points surrounding learner traits and PSHE.

- In EYFS, teaching staff will make observations on Tapestry of children against the early years Development Matters profile. The Early Learning Goals for Personal, Social and Emotional Development as set out in their Long-Term Curriculum Plan.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports in conjunction with the End of Key Stage curriculum guidance for PSHE.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Pupils' understand that we are caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the Leadership Team, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour.

The children also have access to support from Mrs Wood our designated Learning support expert.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further details.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. These are displayed in the classroom itself. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

Working with Outside Agencies.

Should other agencies be used, such as Luggage for Life, discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At Jerry Clay Academy all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.

- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LEA if there are any concerns
- Their input is integrated within a planned programme

Appropriate planning sheets/lesson plans have been produced

- School/class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy and the Confidentiality Policy.

Impact:

The impact of what has been implemented is constantly reviewed by the subject co-ordinator and evidence is recorded in the subject leader file.

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in PSHE and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Teaching

Through implementing the key steps identified in the Action Plan, PSHE should be heightened across the school and children should be confident in talking freely about the subject. Teachers should be confident in teaching PSHE and should be teaching it regularly. By using 1 decision, this will allow opportunities for teachers to use resources in lessons which develop children's knowledge and understanding, building on prior learning and experiences.

Pupils

In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils' enjoyment, progress and development in the subject will be of a high standard. This will be monitored by the subject leader.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The PSHE lead will present findings at the end of the year. The Governor will feed back at Full Governing Body Meeting and the Headship Team will feed back to governors through the Headship Team Report. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

Appendices relating to Sex Relationship Education (SRE)

Definition of SRE:

SRE Guidance (DfES 2000) provides the following definition:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

SRE has three main elements:

- Attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and

– the avoidance of unplanned pregnancy.

Who is Responsible for Providing SRE?

- Governors working with the headship team take responsibility for meeting statutory requirements in SRE. The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored and evaluated by the Healthy Schools and PSHE leader, Caty Marchant. This will then be fed back to the SRE Governor.

How is SRE taught?

SRE is an important related aspect and our school Policy on SRE has been developed in line with Croydon Guidelines and is informed by the DFES requirements. We follow the Croydon Scheme of Work.

Parents' Right to Withdraw their Children

Parents will be informed of planned SRE sessions in curriculum forecast information sheets termly. Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)

To Whom and Where the Policy Applies

This policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles.

Staff with Key Responsibilities for Drugs Education

Head teacher, Deputy Head teachers and Leadership Team.

The School's Stance Toward Drugs, Health, and the Needs of Pupils

- Jerry Clay Academy condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Jerry Clay Academy is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Jerry Clay Academy actively acknowledges its role in supporting and promoting healthy living and is part of the National Healthy Schools Standard Scheme. Through our ethos and practice we will teach and encourage children to recognise and make good choices.

- Jerry Clay Academy understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DFES 2004

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs. To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:
 - Assessing, avoiding and managing risk.
 - Communicating effectively.
 - Resisting pressures.
 - Finding information help and advice.
 - Devising problem solving and coping strategies.
 - Developing self-awareness and self-esteem.