



# South Haringay School

## PSHE Policy

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**Member of staff responsible: Harriet Gervasio**

**Date to be reviewed: Autumn Term 2018**

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### Basic Information

This policy covers our approach to PSHCE (Personal, Social, Health, Citizenship and Economic Education.) It was produced by senior leaders and has been shared with governors and approved by the head teacher.

### How will the policy be made available to Parents?

Parents and carers will be informed about the policy through curriculum workshops and newsletters. The policy will be available online for parents to view.

### Aims

At South Haringay School the PSHE programme of study brings together citizenship with personal well-being. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE). Promoting and teaching of British Values and SMSC is also addressed through the PSHE curriculum. (See appendices a & b)

#### Aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.



## **Content**

### **EYFS**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' area of learning.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of our curriculum, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or during whole school activities. Reception classes are also taught discreet PSHE lessons using the Cambridgeshire Personal Development Programme.

### **EYFS and key stage 1**

The PSHE curriculum is structured around the Cambridgeshire Personal Development Programme and the core themes of Myself and My Relationships, Citizenship, Healthier and Safer Lifestyles (including SRE) and Economic Wellbeing.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. SEAL materials and themes may be incorporated into the curriculum.

### **Key stage 2**

The key stage 2 PSHE Curriculum is taught through Philosophy for children and the Christopher Winter Project materials on Sex and Relationship Education and Drugs Education. They teach the importance in making safe choices and encouraging children to develop independence and freedom to make choices for themselves. Children learn about personal safety with a focus on medicines and substances found in most homes. In years 3 and 4 this includes smoking, alcohol, why people use illegal drugs, the effects they have on our bodies and how to resist use. In years 5 and 6 children will focus on legal and illegal drugs, with an emphasis on the drugs most commonly used by early teenagers. Lessons are designed to be adapted depending on the degree of knowledge



each class has about drugs. There is a focus for all classes on recognising unsafe and risky situations and developing the skills to ask for help.

**Planning:**

Class teachers plan for PSHE in accordance with the relevant PSHE curriculum for each key stage. This is usually done in year groups.

Teachers acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by planning differentiated tasks and using resources that are appropriate for the needs of individual children.

**Implementation:**

PSHE will be taught discreetly by the class teachers with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils (For example the school nurse, police, fire brigade).

In addition to this, PSHE 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, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. 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.

**Assessment:**

Teachers integrate effective assessment for learning strategies in all curriculum areas. Each class keeps a record of their PSHE work in a 'Special Book' and work is also evidenced in displays in classrooms and around school.

**Equal Opportunities:**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.



In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy
- provide a multi-sensory approach using a variety of media
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate
- use appropriate summative and formative assessment approaches to inform future learning
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

## **ICT**

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and/or camcorders. Children may also use a video camera or iPad to record these themselves.

Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

Use of ICT will be in line with the school's E-Safety Policy.



## Appendix A

### Teaching and Promoting British Values at South Haringay School

#### **DEMOCRACY**

We listen to children's and parents' voice. Our school behaviour policy is clear that children are expected to contribute and co-operate, taking into account the views of others. Parent surveys and pupil questionnaires are regularly taken.

The election of school council members in key stages one and two reflects the British electoral system and demonstrates democracy in action.

In EYFS we support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we have made accessible to them. (PSED)

#### **THE RULE OF LAW**

We consistently reinforce our high expectations of children. Children are taught the value and reasons behind our expectations (rules) that they are there to protect us, that everyone has a responsibility and that there are consequences when rules are broken. This is reinforced in different contexts:

Whole school rules, playground rules and class rules are reviewed regularly and reinforced through assemblies and circle times. Children all contribute to their class rules at the start of the year. Rewards are given to children who show exemplary behaviour and agreed sanctions are in place for those who break the rules.

In EYFS we learn the difference between right and wrong: about behaving within agreed and clearly defined boundaries and about dealing with consequences. (PSED)

#### **INDIVIDUAL LIBERTY**

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching.

In EYFS we focus on children's self-confidence and self-awareness and people and communities. (PSED/UW) We help children to develop a positive sense of themselves and to develop their self-knowledge, self-esteem and increase their confidence in their own abilities

In key stage 1 the PSHE Curriculum teaches the importance of making safe choices and encouraging children to develop independence and freedom to make choices for themselves.

The key stage 2 PSHE curriculum teaches the importance in making safe choices and encouraging children to develop independence and freedom to make choices for themselves.



### **MUTUAL RESPECT**

Staff help children understand respect by modeling respectful, caring relationships and listening skills. Staff also help children to understand respect by talking about how actions and words can affect others.

In EYFS we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behavior and form relationships with others.

### **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children have the opportunity to visit different places of worship such as a local church and mosque to further develop their understanding. The Haringey RE Syllabus is taught across key stages one and two. The PSHE curriculum encourages children to be aware of and celebrate their differences and similarities. We have an ethos of inclusivity and tolerance in our setting, where views, faiths, cultures and races are valued and where we encourage children to engage with their wider community.

Our school values contribute to the promoting and teaching of British Values throughout all year groups. Children nominate each other to be 'values champions' and are recognised by staff and their classmates in assemblies. Our school values are:

- Equality
- Openness
- Resilience
- Trust
- Honesty
- Support
- Respect



## Appendix B – Teaching and Promoting SMSC at South Haringay School

### SMSC

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

#### Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

We promote spiritual development through:

- RE curriculum
- Circle Time
- PSHE curriculum
- Celebration Assemblies
- Golden Rules
- School Trips
- Exploring feelings of others using drama and role play

#### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

We promote moral development through:

- School Council
- Charity Fundraising
- Assemblies
- PSHE Curriculum
- RE Curriculum
- Behaviour policy and school Golden Rules
- School Values

#### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

We promote social development through:

- Circle Time
- Performances and assemblies
- Sports Day/ events
- Community events
- Transition across the school
- Home visits



## **Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

We promote cultural development through:

- Assemblies
- Festivals
- School Trips
- Visitors in school
- World Book Day
- School Values
- Wider curriculum