

**Mill Lane**

**Primary School**

PSHCE Policy

January 2018

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| Date written: January 2018 |
| Written by : Judy Stanyard |
| Date adopted by Governors and Staff:  |
| Review Date: February 2020 |

**Aims**

At Mill Lane we use the non-statutory guidance from the National Curriculum as a basis for our programme of study. Our main aim throughout our PSHCE curriculum is to give our pupils a good understanding of ways in which they can keep themselves safe.

To deliver these requirements, the school uses the following:

- The Department of Education’s end of key stage statements for PSHCE

- The principles of UNICEF’s ‘Rights Respecting School Award’

- The principles of Values Based Education

- Lucinda & Godfrey- Keeping Safe, Drug Education, Sex and Relationships in Primary School

- The PSHE Association’s Programme of Study for PSHCE

Each year group has planned objectives for British Values, SRE and Citizenship. Additional SRE lessons are delivered by the school nurse in the summer term for Year 6. Economic education is giving a strong emphasis during ‘My Money’ week and also through enterprise initiatives throughout the year.

Mill Lane has developed a whole school approach whereby a key Article and Value is focussed on every half term. These change each half term to ensure depth of learning. A quality lesson is taught each half term to promote the current Right and Value. This is supported through assemblies and regular circle time discussions.

PSHCE education is an integral part of everything we do at Mill Lane Primary. Children are supported in applying what they learn throughout the school day through:

- The school High 5 Hand values of “Here, Healthy, Honest, Hardworking and Happy”

- Thought-provoking, interactive assemblies which are underpinned with the teaching and nurturing of British Values and Citizenship

- An ethos of Rights-respecting behaviour

- Opportunities for pupil voice e.g. The School Council, Playground Friends

- Circle Time and Class Council sessions

**Objectives**

Our PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

* Have a sense of purpose and personal identity
* Develop strong personal values
* Value themselves and others
* Form relationships
* Make and act on informed decisions
* Communicate effectively
* Work with others
* Learn about children’s ‘rights’ and how societies uphold them
* Respond to challenge
* Be an active partner in their own learning
* Be active citizens within the local and global community
* Explore issues related to living in a democratic society
* Become physically and mentally healthy and fulfilled individuals
* Learn about and demonstrate the British Values of
	+ - Democracy
	+ - The rule of law
	+ - Individual liberty
	+ - Mutual respect
	+ - Tolerance of those of different faiths and beliefs

This is not an exhaustive list. At Mill Lane Primary we understand the demands placed on young people in modern life and our curriculum for PSHCE is both responsive and, where needed, individualised.

**Teaching Strategies**

A variety of teaching and learning strategies are used to deliver PSHCE which take into account pupils’ age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others’ attitudes, values and skills. Effective PSHCE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

* The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
* Role play
* Collaborative work
* Circle time activities
* Opportunities for reflection
* Challenge within a safe environment
* Respect for each genuinely made contribution
* Negotiation and talk partners

**Equal Opportunities**

PSHCE is concerned with recognising the importance of all pupils as individuals and as part of the wider society. Their entitlement to benefit from the delivery of this subject area in an atmosphere of trust, fairness and respect is of upmost importance. The delivery of this subject area helps to reduce prejudice and misunderstanding and stop racism, sexism and other discrimination. Work will be planned to take into account the difference of abilities amongst pupils. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes. PSHCE will be made available to all children, irrespective of race, gender or physical disabilities. A democratic system also allows all children to take part in school council elections.

**Monitoring, Assessment and the Role of the Co-ordinator**

The PSHCE Lead is responsible for co-ordinating the PSHCE programme while teaching staff, and occasionally external agencies, are responsible for its delivery. Assessment in PSHCE at Mill Lane does not imply that children are judged to fail as individuals or citizens, or is in anyway a judgement of the worth, personality or value of an individual child.

The PSHCE leader monitors progression across school through work scrutiny, celebration assemblies and pupil interviews. Assessment is on-going. Children have the opportunity to be a fundamental part of assessment through a class Values and Rights display. When children show evidence of demonstrating the value/right focused upon that half term, they can move themselves across the reward rainbow. This ensures children have a good understanding of their progress in PSHCE. Regular rewards are given through head teacher awards in celebration assemblies.

**Links with Other Policies**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

* Teaching and Learning
* Equal Opportunities
* Child Protection
* Behaviour
* Anti-Bullying

**Early Years**

In EYFS, Personal, Social and Emotional Development is taught and tracked following the Development Matters statements. These are broken down into three Personal, Social and Emotional Learning Goals which are:

* Managing Feeling and Behaviour
* Self Confidence and self-awareness
* Making relationships.

In addition to these, when appropriate, Reception will also undertake the relevant Values Lesson for that half term. Work completed during this lesson will then be shared during the celebration assembly.

**Outside Agencies**

Where appropriate, specific outside agencies will be utilised to aid the delivery of PSHCE. These may include: the school nurse, the school dentist, the police and the fire services.

**Policy Links**

This policy has links to other school policies on:

* Relationships and Sex Education
* Anti-Bullying
* Behaviour
* Drug Education
* Child Protection
* Confidentiality
* Equal Opportunities/Inclusion

**Signed and dated:**

Head Teacher ………………………………………………………………………………….

Chair of Governors …………………………………………………………………………