

Ringway Primary School

PSHE/SMSC Policy

The Future
The Future
starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created ...spring 2016 To be reviewed 2019

Signed C of Gov.....

Headteacher.....

Introduction

Ringway Primary School PSHE/SMSC (including coverage of GoGivers topics)

Description of School

Ringway Primary is a small city primary school for girls and boys aged 4-11. Children come from both single and dual parent families. There is a wide social and ethnic mix and very varied family backgrounds. The school has an active PTA, which involves itself mostly in fund raising and supporting the teachers. In each year there are a few children with differing needs which include SEN and EAL. This policy has been written to ensure we are meeting the requirements of the National Curriculum (2014), which includes the non-statutory framework for Personal, Social and Health Education (PSHE) and incorporates GoGivers materials to support SMSC development.

Aims of National Curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and to achieve.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally and plays a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

What is Personal Social and Health Education (PSHE)?

Personal, Social and Health Education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and rights. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. It also encompasses our work towards National Healthy Schools Status.

The National Curriculum (2014) has not provided a new standardised framework or programme of study for PSHE but instead has provided schools with more flexibility in delivering high-quality PSHE. Teaching staff of Ringway Primary School provide PSHE by building on the content of the GoGivers materials with compliments from visitors from the community and whole school approaches to themes such as bullying and internet safety.

What is GoGivers

GoGivers is a teaching programme which will help children in their personal, social and emotional development. It brings together work we have been teaching in our PSHE curriculum and each term we look at PSHE through an SMSC focus.

We look at

- Democracy
- The rule of law
- Individual liberty (including freedom of speech)
- Mutual respect
- Tolerance of those of different faiths and beliefs

Foundation stage still follow the SEAL scheme of work however, the GoGivers scheme of work supports that by offering resources such as powerpoints and friendly characters to relate to the younger children.

- New Beginnings – Autumn 1
- Getting on and Falling out – Autumn 2
- Going for Goals – Spring 1
- Good to be Me – Spring 2
- Relationships – Summer 1
- Changes – Summer 2

There will also be a number of events which take place during the year. These are awareness days and super learning days to educate the children further on topical issues throughout the world. They coincide with GoGivers and GoGivers supports the teaching with a number of tasks and resources.

GoGivers will help children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include: circle time, role-play, discussion – whole class, small group, 1:1, visitors (e.g. PC, fire brigade, School Nurse etc.), stories and pupil initiated activities. These are all listed on the scheme of work given to all staff so they know when and where awareness days need to be taught. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Teachers will have flexibility on how they choose to timetable PSHE and GoGivers. For example, on a once weekly basis or in a block session at the beginning of each half term. They may also include additional GoGivers lessons into their planning to support certain topics such as Democracy Day, Bullying and being global citizens.

In the Summer term, pupils at Ringway Primary School are taught drugs education through the use of PRIDE123. PRIDE123 teaches children about the consequences and dangers to health posed by drug misuse and aims to equip them with the social skills to enable them to make informed decisions in relation to drugs (see also Drugs Policy).

Awards

Using the GoGivers scheme of work and further highlighting the role of PSHE/SMSC at Ringway Primary School, Ringway is working towards the Rights Respecting School Award (RRSA). All teachers have been briefed on what the award entails and the school is now supporting the award by communicating it to children. Displays have been made around school and the PSHE/SMSC coordinator is supporting the teaching of rights, responsibilities and SMSC. RRSA is in conjunction with UNCEF and the coordinator is following a number of steps to achieve the award.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

Ground Rules 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 Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Head teacher should be informed and the usual child protection procedures followed.

Assessment, Recording and Reporting

Assessment in PSHE and GoGivers at Ringway Primary School does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress and book of work are kept to provide evidence for reports to parents that include their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.
- Their understanding of how they can contribute through the use of SMSC whilst becoming responsible and caring citizens in the local society and wider world.

Clearly defined learning outcomes based on the curriculum and GoGivers objectives assist the assessment process.

Marking of Work

Refer to the whole school Marking Policy

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school

believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator concerned.

Promotion of Fundamental British Values through SMSC & PSHE

Ringway Primary School promotes fundamental British Values through the SMSC and PSHE curriculum to ensure our pupils understand that while people may hold different views about what is 'right' and 'wrong', by living in England we are all subject to its law.

Through the provision of SMSC, we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Links between our curriculum and the promotion of British Values are highlighted on the PSHE & GoGivers curriculum map on TA Only in the Curriculum15 folder.

Role of PSHE/SMSC Co-ordinator

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- lead policy development and the production of schemes of work
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- monitor the effectiveness of the teaching of PSHE and SMSC, both in the planning stage and in its delivery and also pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA courses and network meetings to keep up to date with new developments & advise staff appropriately
- order and monitor resources.

Resources

At Ringway Primary school our annual budget for the support of PSHE is £200

Each year group has a copy of the new scheme of work along with awareness days and their own personal login to access GoGivers.

Use of Visitors

At Ringway Primary school all community based agencies who 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 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 actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

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

- checks have been made with the LEA
- 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.

Other Related Policies

All subject policies should indicate their contribution to PSHE in school.

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Equal Opportunities.
- Cultural Diversity.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety.
- Assessment, recording and reporting.
- Special Needs
- Bullying
- Prevent
- Terrorism

Dissemination and Professional Development

This policy will be shared with

- Teachers by:

- Governors by:

Policy reviewed by Georgina Hughes (Teacher & PSHE/SMSC Co-ordinator)