



St John with St Michael CE Primary School



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Personal, social, health education and Citizenship (PSHE & SMSC) policy 2016

1. Aims and objectives

At St John with St Michael our school ethos permeates all aspects of school life. The positive attitudes which adults have to colleagues, pupils, parents and others should model those we expect of our children. All adults should try to control their emotions based on the Christian values of compassion, forgiveness, humility, thankfulness, trust, truth, creativity, justice, friendship, peace, courage and hope.

The school values the opinions of everyone within the school community and this model will be used to teach citizenship and the role each pupil has within society.

The adults in school will be prepared to model healthy lifestyles through healthy eating and physical activity. All members of the school community will be encouraged to be involved in healthy events and activities.

Personal, social and health education (PSHE) and SMSC (Spiritual, Moral, Social and Cultural development) enables children to become healthy, independent and responsible members of society. PSHE is a key area in helping the school to meet the five outcomes of the Every Child Matters (ECM) agenda.

We encourage our pupils to make a positive contribution (ECM) to the life of the school and the wider community. In so doing we develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through our eco- council. We teach them about rights and responsibilities.

Through aspects of the wider curriculum including our strong link with Lomeshaye Primary school in Burnley, children learn to value other ethnic and religious groups within British society and around the world.

The following extracts support our aims and objectives for PSHE:

Section 351 of the Education Act (1996) requires a maintained school to provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Every Child Matters requires schools to contribute to five outcomes for all children including helping them to understand how to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Our PSHE curriculum will be adapted by guidance from the PSHE Association document. Our overarching concepts will be taught in single lessons as well as on a cross curricula themed plan.

The key concepts are as follows:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements)
- **Relationships** (including different types and in different settings)
- **A healthy balanced lifestyle** (including physically, emotionally and socially) and a balanced lifestyle within relationships, work-life, exercise and rest, spending and saving.
- **Risk and safety** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others). Include behaviour and safety strategies to employ in different settings.
- **Diversity and equality in all its forms**
- **Rights** (including the notion of human rights), **Responsibility** (including fairness and justice) and **Consent** (in different contexts)
- **Change** (as something to be managed) and **Resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding).

Wellbeing requirement

Schools must promote children and young people's wellbeing. (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)

The Ofsted Evaluation Framework : Grade descriptors September 2015

See appendix for outline descriptors.

Therefore at St John with St Michael our particular aims for personal, social and health education are to enable the children to:

- know and understand what constitutes a healthy lifestyle (Be healthy [ECM]);
- be aware of safety issues (Stay Safe [ECM]);
- understand what makes for good relationships with others;
- have respect for others;
- prepare for responsibilities and experiences of adult life.

- to have increased involvement in the life of the school
- develop good relationships with other members of the school and the wider community (Make a positive contribution [ECM]).

2. Teaching and learning style

We use a range of teaching and learning styles to teach PSHE and citizenship. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of practical activities that promote citizenship, e.g. charity fundraising, the planning of class worship and involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that children are able to participate in discussion to resolve conflict or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into school to talk about their role in creating a positive and supportive local community. We offer opportunities for children to be involved in extra-curricular activities which support healthy lifestyles such as cookery club, cross country running, sports clubs and activities to develop their creativity and ability to express themselves such as art club and drama club.

3. PSHE and Citizenship curriculum planning

3.1 We use the SEAL - Social and Emotional Aspects of Learning -a scheme of work to facilitate our teaching of PSHE and citizenship. Each term has a new theme which becomes a whole school focus. Within each theme there are suggested lesson plans and resources to facilitate learning.

3.2 We teach PSHE and citizenship in a variety of ways across the curriculum. However, in some subject areas e.g. drugs and Sex & Relationships Education (SRE) are taught as discrete subjects.

3.3 Some of the time we introduce PSHE and citizenship through other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of our local community. As there is a large overlap between religious education and the aims of PSHE and citizenship, we have linked our collective worship themes to the SEAL themes and teach a considerable amount of PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the eco-council representatives from each class meet regularly to discuss school matters. We have a weekly celebration assembly where children's achievements (in and outside of school) and birthdays are recognised. We offer residential visits in all KS 2 classes, where there is a focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. The school has a head boy, head girl, deputies and prefects. Through these positions children are encouraged to develop their roles within the community and realise their responsibilities as well as their rights.

3.4 Staff are fully aware of the 'Prevent strategy' and we will support the teaching of extremism and radicalisation when we feel it fits into our new curriculum.

4. Teaching PSHE and citizenship to children with additional needs

We teach PSHE and citizenship to all children regardless of their ability. When teaching PSHE and citizenship we take into account the targets set for the children on their Individual Education Plans (IEPs). Supplementary resources such as the SILVER SEAL activities are utilized to support emotional/behavioural needs of small groups. Other resources are used as required to support children through personal circumstances, e.g. bereavement.

5. Establishing a Safe Learning Environment

Our PSHE lessons offer a safe learning environment, which supports the participation of all pupils. Establishing ground rules helps both pupils and teachers to have a clear understanding of personal boundaries.

These ground rules can be developed with each class or year group, but will include rules such as:

- We will treat each other with respect
- We will listen to each other
- We will not laugh or make fun of each others' questions
- We will not talk about personal issues and not ask personal questions or make personal comments
- We will use scientific vocabulary

No personal questions are asked of or comments made about pupils or staff. This helps to prevent unintended disclosures about personal experience. The classroom is not a confidential environment; the teacher is unable to maintain this if a safeguarding disclosure is made. But teachers will ensure that pupils are aware of where they can go if they need to discuss a personal matter.

Sometimes individual pupils will ask questions and raise issues that are much more advanced than their peers. In this case the teacher can defer the question so that it can be answered in a small group or one to one. If the question raises cause for concern about safeguarding the teacher should discuss this with the school child protection officer in confidence to agree next steps. (Adapted from DCSF Guidance 2010)

5. Assessment and recording

There are no formal arrangements for assessing individual children's progress in developing social, emotional and behavioural skills included in the SEAL resource. Within each theme overview however, there are descriptions for each age group of what children will know, understand and be able to do following the successful completion of work on the theme. Teachers assess the children's learning through observation and questioning during lessons, school activities, social functions and school visits. Children's progress in PSHE is reported annually to parents.

PSHE education makes a significant contribution to the development of a wide range of essential skills. We will assess these skills in relation to the table below:

The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings
<ul style="list-style-type: none"> • Critical, constructive, self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) • Learning from experience to seek out and make constructive feedback • Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) • Making decisions (including knowing when to be flexible) • Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking, misconceptions or misperceptions about behaviour • Resilience (including self-motivation, adaptability, constructively managing change and setbacks and stress) • Self-regulation (including managing strong emotions) • Recognising and managing the need for peer approval • Self-organisation 	<ul style="list-style-type: none"> • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and utilising strategies for managing pressure, persuasion and coercion • Responding to the need for positive affirmation for self and others

6. Resources

Year groups have a selection of appropriate resources from the SEAL scheme of work along with a selection of materials relevant to particular subject areas e.g. personal hygiene, road safety, e-safety, recycling, drugs and SRE. Other sensitive issues are dealt with by the appropriate agencies who visit the school.

7. Monitoring and Review

The PSHE and citizenship subject leader will work with the children, Headteacher and class teachers to ensure equality of provision across the year groups and to identify how effectively SEAL is being implemented in the school. This will be conducted through observation and discussion. The governor linked to PSHE and Citizenship has responsibility for monitoring this policy.

8. Related policies

Health and Safety, SRE, Drugs Education, Child Protection, Anti-Bullying, R.E., Behaviour.

See appendix for other documents:

Ofsted Framework September 2015

Fostering Emotional Health and Wellbeing within the school setting

Spiritual, Moral, Social and cultural development sheet

Overarching concepts sheet by PSHE Association.

Teacher guidance- preparing to teach about mental health and emotional well being

Rick taking booklet

Date this policy was updated: August 2016

Next review: September 2017