

Grand Avenue Primary and Nursery School
A Policy for Personal, Social and Health Education
(PSHE)

Contents

- 1. Statement**
- 2. Aims**
- 3. Responsibilities**
- 4. Organisation and Time Allocation**
- 5. Circle Time**
- 6. Links to Other Policies**
- 7. Social Communication Groups**
- 8. Equal Opportunities**
- 9. Appendix A – Standards in Literacy**

Statement

PSHE is concerned with the personal growth of children as individuals. It is a vital part of every child's education and development. We provide planned activities to support this development as well as responding to each child's needs depending on different situations and experiences. We use GRAND LEARNERS as a common vocabulary throughout the school

Aims

The aim of this policy is to set out the expectations and the ways in which children can be supported in developing, and helped to acquire, the necessary social skills to become effective members of our society.

Through teaching social skills we aim to

- Promote a positive self esteem
- Promote personal and collective responsibility
- Facilitate children working co-operatively
- Promote the importance of listening skills
- Build an atmosphere of confidence and trust
- Enhance friendships
- Explore feelings and develop empathy
- Develop assertiveness
- Encourage self discipline
- Facilitate conflict resolution strategies

Responsibilities

The role of the Co-ordinator

The PSHE Co-ordinator will

- Create, review and monitor the PSHE Policy, especially with regard to local and National agendas
- Raise staff awareness on a regular basis
- Keep up to date with current developments and initiatives
- Support staff with the planning and delivery of PSHE
- Manage, update, order and monitor resources
- Monitor planning to ensure continuity, coverage and progression
- Attend relevant courses and disseminate information in school
- Observe PSHE lessons and feedback to staff
- Deliver INSET

The Role of the Governors

The Governors will

- Become familiar with the key issues surrounding the teaching of PSHE
- Be familiar with the PSHE policy
- Review the policy at the appropriate time
- Support the implementation of the policy
- Visit school to observe the teaching of PSHE
- Meet with the PSHE co-ordinator on a regular basis
- Update other Governors on any changes to policy

The Role of the Class teacher

The class teacher will

- Plan and deliver the PSHE curriculum as set out in the National curriculum
- Follow the school scheme of work to ensure coverage and progression of skills
- Plan activities to meet the needs of all pupils including SEN, More Able and children who have English as an additional language
- Inform parents of their child's progress in PSHE
- Alert the SENCO of any children who have difficulties in acquiring social skills
- Liaise with the PSHE co-ordinator with regards to resources needed to deliver the curriculum
- Make records and track pupil progress in PSHE

Organisation and Time Allocation

Based on a 12 week term PSHE is timetabled for 17 hours each term. Teachers plan sessions in accordance with the curriculum map topics and the objectives set out in the National Curriculum. A school skills ladder outlined the topics to be taught under three main headings, 'Living in the wider world', 'Relationships' and 'Health and Well being'.

Circle Time

The majority of PSHE lessons take place during a Circle Time. This strategy for teaching is promoted as an effective way to promote the learning and development of the PSHE skills.

Guidelines for a successful Circle time

- A regular timetabled slot each week, giving the time value and importance
- All participants sit in a circle with an agreed leader. It is important that all participants can see and hear each other clearly
- Each circle time should begin with a short reminder of the circle time rules and expectations eg taking turns/listening to each other/confidentiality/right to 'pass'/respecting each others views
- The leader outlines the focus of the discussion, this may be part of the agreed curriculum or taking account of any current concerns of the group
- The leader should make it clear to the children that circle time can be a time to share success, discuss issues or solve problems
- Every session to include a positive focus, either celebrating success or a co-operative game
- Usually children contribute to the circle time by taking it in turns to speak, one a time around the circle.
- A talking object may be used. As the object is passed around the circle the holder has a turn to speak.
- If a child does not wish to contribute when it is their turn they can say 'pass'. The leader should return to these children at the end of the round to ask if they would like to contribute
- A time limit needs to be agreed, a shorter session for younger children is advised.
- Although careful planning has taken place the leader may also follow topics and explore issues as the children contribute. It is not vital to stick steadfastly to the topic planned.
- A part of the time may be spent away from the circle eg to go and draw a picture or take time to work with a partner. Then the circle can reconvene to share again.
- The leader needs to be aware of the children who are shy or find circle time difficult. It is advisable to start with a non-threatening round of 'favourite food/colour' etc A very reluctant participant may use a puppet to speak through

- The leader should make it clear to the children that if an issue is too private to be discussed during a circle time that they can ask for time alone with a trusted adult
- The end of the circle time should incorporate a 'calming' activity to signal the end of the session

Visits and Visitors

At Grand Avenue we are fortunate to have close links with professionals who can support our teaching of PSHE. The school nurse leads sessions in year 5 and 6 on Health and Sex Education.

Our local PSCO leads sessions in years 5 and 6 on the dangers of Drugs (year 5), Crime and Consequence(year 6), Personal safety (year 6) and Safe Routes to School (year 6). Parents are informed through our termly newsletter that these sessions will be taking place.

Other projects may also be planned involving input from outside providers.

Links to Other Policies

PSHE links to all areas of the curriculum. We believe that unless a child feels good about themselves it is very difficult to learn. It is our aim that each child develops a positive self esteem, feels a sense of belonging, knows that they are valued and can make a positive contribution to the life of the school. PSHE is an intrinsic part of school life and permeates all aspects of a child's development. Circle time enables children to participate as listeners and speakers and facilitates the whole process of communication, a vital tool to learning.

Our Behaviour Policy outlines the way in which children are praised and their achievements celebrated. This includes praise for behaving in a socially acceptable manner, showing co-operation and kindness.

The PSHE policy also has strong links with our Sex Education policy.

Social Communication Groups

Members of our support staff are trained to teach social communication. Each term a timetable is organised in consultation with the class teacher and the SENCO. Children are invited to join the group to either develop their social skills or act as a role model during the lessons.

Equal Opportunities

We ensure that every child has access to the PSHE curriculum regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religion, ethnic origin or home language.

Appendix A

Standards in Literacy

Curriculum targets for Literacy apply to all subject areas.

To ensure high standards in all written work and promote the aims of the school in all subject areas by -

- highlighting the importance of higher order writing skills
- providing opportunities to develop speaking and listening skills
- ensuring the correct use of grammar is a high priority in all written work
- developing positive cross curricular links between Literacy and other subject areas