

Jesse Gray Primary PSHE Policy



Feb 2022

Head Teacher Signature:	
Date Adopted:	
Review Date:	Feb 2023

Success For All - Learning For Life

"Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came.
And he pushed them.
And they flew."
Guillaume Apollinaire



Jesse Gray Primary School Mission Statement

Jesse Gray is a vibrant community where diversity and equality are embraced and children love to learn. We enjoy challenges that will equip us for the future within a safe and caring environment. We pursue excellence through an inspirational curriculum, which engages and motivates our children to achieve their full potential and develop a passion for learning.

Jesse Gray Primary School PSHE Policy

Introduction

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The Prevent Duty June 2015

The Prevent Duty is the duty in Counter-Terrorism and Security Act 2015 Section 26 – All schools have “due regard to the need to prevent people from being drawn into terrorism”.

During our delivery of PSHE, we build pupils’ resilience to radicalisation by promoting fundamental British Values (*Ref. our British Values Statement 2018*). We provide a safe space in which children, young people

and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. *Please also see our Safeguarding Policy 2018 and KCSIE Sept 2018.*

Aims

At Jesse Gray Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, have a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding (*see Safeguarding Policy 2018*), and the Relationship & Sex Education curriculum (*see RSE Policy 2019*).

At Jesse Gray Primary School we aim to help the children to:

- ✓ Develop confidences and responsibilities and make the most of their abilities.
- ✓ Prepare to play an active role in modern Britain.
- ✓ Develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- ✓ Develop good relationships and respect the differences between people.
- ✓ Understand some basic principles of finances.
- ✓ Make a positive contribution to the life of the school
- ✓ Develop an understanding of, and ability to practice, mindfulness in order to develop concentration and self-awareness.

Organisation

The Teaching of PSHE

At Jesse Gray we have adapted the **PSHE Association's** recommended coverage (2018), across all key stages. FS2 follow the EYFS Curriculum focusing on the prime area of PSED incorporating – making relationships, self-confidence and self-awareness and managing feelings and behaviour. There are three overlapping and linked '**Core Themes**' (**Health and wellbeing, Relationships, Living in the Wider World**), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. This is interwoven throughout the school in the Jesse Gray School Values.

At Jesse Gray Primary School, PSHE education respects and takes account of pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children and young people as well as the specific needs of the pupils in our school. Our programme is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. Our programme has a rich body of knowledge taught through topics.

Learners need to **'know about...'**, **'know how to...'** and **'be able to...'** The chosen topics provide a context to progressively expand and enrich overarching concepts and transferrable skills.

Each class teacher has a class folder containing our programme coverage. In this folder, teachers annotate key observations and evidence rich learning experiences, including opportunities to build mindfulness into everyday learning.

Jesse Gray are currently working towards becoming a Dyslexia Friendly School; this allows us to not only meet the needs of children with dyslexia but other pupils within the school; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia friendly' by using a variety of teaching styles and resources.

Our PSHE Programme will enable children to practise specific skills in structured contexts and in their daily life including-

- ✓ Encouraging everybody to take responsibility for their actions through the agreement of class rules.
- ✓ Involving children in the setting of their targets for learning. This is done on a termly basis.
- ✓ Encouraging children to recognise and respect differences between people.
- ✓ The election of a school council in a democratic manner, which actively develops the direction of the school and reinforces our British Values statement.
- ✓ Encouraging children to take responsibility for their behaviour.
- ✓ Practising mindfulness in order to support both academic achievement and wellbeing.

There are wider opportunities for personal and social development at school. These include-

- ✓ The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of a good person.
- ✓ Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
- ✓ Planning class visits and trips, which widen children's experiences beyond the immediate local environment.
- ✓ The JGSC (Jesse Gray School Council).
- ✓ Coming together as a school to celebrate academic and personal achievements.
- ✓ Planning events, which encourage continuous cohesion, community and team work, for example: Christmas Nativity, Science Week, Summer Fair, French Days, Year Group assemblies, and House Team Achievements.
- ✓ Understanding and acknowledging British Values enabling preparation for life in modern Britain. See specific British Values Mission Statement (Appendix A) in each classroom.

We seek to promote a healthy lifestyle and self-confidence for our community by:-

- ✓ The provision of a range of lunch time and after school clubs e.g. football, basketball, netball, JGSC, tag rugby, reading/library, French, design and technology, and art which help foster a healthy lifestyle and encourage children to explore individual talents.
- ✓ Providing opportunities in school for children to learn a musical instrument.
- ✓ Promoting walking to school through assemblies and the curriculum wherever possible.
- ✓ 'Fun fit' sessions led by a member of staff.
- ✓ Healthy eating promotions during the year and posters encouraging a healthy diet and healthy snacks in every classroom thus, renewed accreditation for our GOLD Healthy Schools Award 2015.
- ✓ Accredited 'All Together School' status – Gold – September 2018.
- ✓ Attention to the needs of all groups of children including SEN/AGT/EAL children.
- ✓ Providing children with the opportunity to complete Bikeability sessions.
- ✓ Through the thorough teaching of RSE, classroom teachers aim to equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

We actively seek the involvement of the whole school community through-

- ✓ Our frequently updated class Twitter handles.
- ✓ Actively encouraging parents/carers to support trips or whole school events.
- ✓ Weekly newsletters sent to parents/carers.
- ✓ The Home/School agreement.
- ✓ The Jesse Gray Association ~ Parent/Teacher Association.

Time Allocation

Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHE; as well as timely responsive sessions as and when necessary. In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings.

We recognise that **Circle Time** is a very useful teaching model for many of the aspects of PSHE and have spent time to train teachers and support staff in the skills of circle time.

Resources

- ✓ Resources for PSHE and RSE are kept in the cupboards outside the Staff Room.
- ✓ PSHE Lead regularly provides relevant and current information about changes/recommendations and effective PSHE delivery.
- ✓ Stonewall resources to address homophobic bullying are used as part of the curriculum and are planned for as required(ref. Anti-Bullying Policy) as well as NCC – Achievement and Equality Team.
- ✓ All Staff receive training about responding to homophobic bullying in primary schools as part of in house, annual whole school safeguarding training.

Monitoring

The PSHE Lead will carry out a programme of sampling lessons over the year and write an annual report to governors. The monitoring of specific half-termly planning and PSHE workbook scrutiny will take place biannually, focusing on the coverage of learning from the three main core themes.

Equal Opportunities

PSHE follows the Equal Opportunities Policy of Jesse Gray Primary School. Furthermore, we have a statutory duty to ensure the 2010 Equality Act is followed ensuring the elimination of discrimination, harassment and victimisation, the advancement of equality of opportunity and the fostering of good relations between individuals with protected characteristics (disability, race, religion or belief, gender, sexual orientation, gender reassignment, pregnancy and maternity, age, marriage and civil partnership) thus, schools have a duty to also tackle homophobia and homophobic bullying and that no faith condones bullying.

Responsibilities

The PSHE Lead is responsible for:

- ✓ Inspiring quality first teaching of PSHE provision through own practice.
- ✓ Monitoring the teaching and learning of PSHE.
- ✓ Overseeing and implementing the policy.
- ✓ Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year to have a meaningful impact.