

**Atwood Primary School**  
**Policy for PSHE (including SRE and Drug Education)**



**Introduction**

Name of school: Atwood Primary School

Policy completed: November 2006

People responsible: PSHE Co-ordinator (working with Healthy Schools Co-ordinator and HS Task group)

Healthy School status: The Government aims that 50% of schools are healthy schools by 2006 and all schools working towards by 2009

**Background information**

Atwood Primary is a large primary school (OFSTED 2004) with 466 pupils, 42 of whom attend the nursery part-time. The majority of pupils are of white British heritage (81%). One of the pupils for whom English is an additional language is at an early stage of English language acquisition. The socio-economic backgrounds of pupils' families are average and above. 8.8% of the pupils have special educational needs, which is below average, but increasing. Two pupils have statements of special educational need. The special needs cover a spectrum of general and specific learning and physical difficulties, with a small number having social, emotional and behavioural difficulties. Attainment on entry is average overall (OFSTED 2004). Pupils are taught in two single-age classes in each year group. FSM is low - 5.5%, but slowly rising year on year.

**Policy Statement**

PSHE and Citizenship are about developing confidence and responsibility and making the most of abilities; preparing to play an active role as citizens; developing a healthy, safer lifestyle; developing good relationships and respecting the differences between people.

The National Curriculum has two broad aims that provide an essential context within which schools develop their PSHE and Citizenship.

- i) The school curriculum should aim to provide opportunities for all pupils to learn and achieve.
- ii) The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities of life.

PSHE and Citizenship support the core aims of our school, which are to create a happy school environment in which pupils are valued irrespective of race, religion and gender,

to help children to learn courtesy, good manners and consideration for others,  
to promote a school ethos and environment which encourages a healthy lifestyle.

These values are an integral part of our school and of PSHE and Citizenship, they have a strong link to our Equal Opportunities policy.

Our whole school ethos supports PSHE and Citizenship, as our basic intention is to help each child to realise his or her maximum potential – academically, physically, aesthetically and creatively. Every Child Matters which led to the Children Act (2004), emphasised that PSHE and Citizenship in schools play a vital role in achieving these outcomes. These are:

being healthy  
staying safe  
enjoying and achieving  
making a positive contribution  
achieving economic well-being.

## **Organising, planning, delivery and assessment**

The teacher responsible for co-ordinating PSHE and Citizenship is the PSHE Co-ordinator who is a member of the Inclusion team.

PSHE will be organised and covered through a combination of:

- discreet curriculum time
- teaching through and in other subjects/curriculum areas
- PSHE and Citizenship activities and school events
- involving pupils in the life of the school and wider community.

Children's learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school. All activities in the school contribute to that ethos, such as lunchtime supervisors in the playground, assemblies and extra curricular activities.

Effective teaching of PSHE and Citizenship will involve a range of teaching strategies, including group work, circle time, debate, discussion, role play and the use of visitors and outside agencies.

Provision for some aspects of PSHE and Citizenship will be made through other subjects including RE; there are a number of opportunities for cross-curricular links to PSHE and Citizenship.

PSHE and Citizenship will also be a very important part of some off-timetable experiences e.g. residential experiences, health week, fundraising days.

These will form part of a planned ongoing PSHE and Citizenship curriculum.

Our school will also involve pupils in the life of the school through our school council, charity fund raising, environmental schemes and sports partnerships.

Teachers may need to use different resources, activities or specific support depending on the needs of their pupils. Where IEPs identify targets relating to

personal development the teacher will ensure that opportunities are planned to support the pupil in achieving these. The programme will be broad and balanced and provide for different learning styles.

There are a range of active learning methods that teachers use in PSHE and Citizenship. They work using creative processes to develop skills, acquire knowledge and explore beliefs and values. Active learning works primarily within a group setting where children work together, the group provides a forum in which they learn from each other and practise using the knowledge and skills together. The experience of listening to others' views and beliefs, practising skills, observing others and developing relationships supports effective learning.

Active learning methods allow for differentiation of learning. Pupils in any one group will have different abilities based on their emotional and physical development, life experiences, literacy levels, first language, culture and learning disabilities.

Our school has a range of resources for PSHE and Citizenship, these will present positive images and reflect the values that our school wishes to promote.

These resources will:

- provide breadth and balance
- be factually accurate and up-to-date
- be free from stereotyping and bias in terms of gender, race, class, ability and disability.

An important part of PSHE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. Any new resources will be discussed with the PSHE Co-ordinator.

The school will support the PSHE and Citizenship co-ordinator and other members of staff to take up opportunities for PSHE professional development such as the Certification Programmes.

PSHE and Citizenship offers many opportunities for pupils to get involved in their own learning and progression. Assessment in PSHE should therefore actively involve pupils as partners in the assessment process. Assessment complements the learning and teaching progress in PSHE which will contribute to the motivation and self-esteem of pupils. This will enhance their understanding and internalisation of some of the values, skills and attitudes at the heart of the PSHE framework.

By planning regular opportunities for assessment within the PSHE programme, it will be possible for teachers and pupils to keep track of progress and to reflect on and record achievement. Annual (and end of key stage) statements should be produced and endorsed by the class teacher, in reporting to parents this may include comments on strengths and development needs.

### **Links to pastoral systems and community services**

Our school provides support for pupils, which complements issues raised from PSHE lessons through our playground Buddy scheme. Lunchtime buddies

assist the supervisors in the dining hall; regular discussion will take place between the Buddies and members of staff.

Teachers and teaching assistants also provide support for pupils outside of curriculum time and a range of methods will be used to allow children to access this support confidentially e.g. worry boxes etc. Classroom monitors and prefects will also be available to act as a link between staff and pupils. The school will provide pupils with information on how to access community services and outside agencies specifically catering for children and young people.

### **Specific issues**

The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable for teachers to fulfil their professional responsibilities in relation to child protection, co-operating with a police investigation or referral to external services.

Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE and Citizenship.

Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting. This will involve the setting up of group agreements and distancing techniques so that pupils will be given preparation to know how to minimise any embarrassment they feel. No one, neither teacher nor pupil, should be expected to answer a personal question or be forced to take part in a personal discussion. Meanings of words will be explained in a sensible and factual way.

### **Working with outside visitors**

At Atwood Primary School all community based agencies that visit to provide curriculum support will be 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 their aims and objectives are.
- Communicate with children using an open and non-judgmental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensures that;

- checks have been made with the LEA if there are any concerns
- their input is integrated with 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.

### **Links with other policies**

This policy links to our policies on: Child protection, Behaviour, Anti-bullying, Race Discrimination, Health and Safety, Confidentiality, Teaching and Learning, Inclusion and Assessment.

### **Dissemination**

Dissemination of this policy to the whole school community will be through inclusion on the school website, on school entry and annually thereafter.

Date of policy implementation: **7<sup>th</sup> December 2006**

Approved by: **Governing Body**

Date of policy review: **September 2008**

Signature of Head Teacher ***Signed on copy***

Signature of Chair of Governors ***Signed on copy***