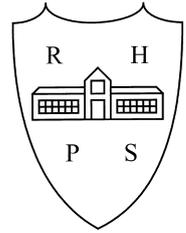


# Rack House Primary School

## PSHE Policy



### Introduction

This policy has been shared and approved by the school Governors.

At Rack House we believe in building relationships with our children to ensure school is a positive and rewarding experience for them. Our PSHE program of study brings together citizenship with personal well-being and development of values to allow the child to be the best that they can be, both at school and throughout their lives. This policy is intended to support the school in developing a clear whole-school approach to personal, social, health and economic well-being.

We believe that PSHE and citizenship help give children the knowledge, skills and understanding they need to lead healthy (both physically and mentally) and successful lives. Through considering others and being confident in themselves, our children can build positive relationships and develop the values and qualities needed to thrive as individuals and family members, as well as in the local community and wider society.

We implement a restorative approach throughout the school and develop social and emotional learning (SEAL program).

### Rights Respecting Schools Award

We are proud to work with UNICEF as part of our contribution to create a safe, inspiring place to learn where children are respected, their talents are nurtured and they are able to thrive.

Rack House has been awarded a bronze from UNICEF as recognition of our achievement in putting the United Nations Convention on the rights of a child into practice within the school.

Articles from the convention which relate most to PSHE are detailed below in this policy.

### Aims

PSHE in our school aims to equip pupils with the skills to:-

- Be self-confident and responsible for their own actions
- Develop a safe and healthy lifestyle by being physically active and maintain a balanced diet
- Help create a culture of sustainable, active and safe travel to and from school wherever possible
- Be competitive, both as individuals and part of a team, whilst recognising the value of taking part and giving their best.
- Develop the ability to form positive relationships and consider the feelings of others
- Respect the differences between people and be tolerant – Article 14 – Children have the right to choose their own religion and beliefs.
- Explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- Play an active role as good citizens

- Be able to recognise, understand and manage their feelings

We intend to achieve these aims by:-

- Providing a planned, developmental programme of learning to allow children to acquire the knowledge, understanding and skills to manage their lives now and in the future.
- Teaching the importance of a healthy diet and providing balanced school meals accordingly.
- Providing a range of opportunities and resources to promote walking, cycling and scooting to school safely.
- Providing a range of opportunities both in and out of school for physical activity and competition and stressing their importance.
- Providing sex and relationship education (See the school SRE policy for further details of how we meet this responsibility).
- Providing drugs, alcohol and tobacco education (See the school Drugs and Alcohol policy for further details of how we meet this responsibility).
- Promoting a school ethos that values all individuals.
- Providing opportunity through circle time and PSHE lessons for children to explore and discuss their feelings.
- Providing the highest level of pastoral care.

### **Values**

PSHE education is guided by the values of:-

- Honesty
- Kindness
- Trust
- Responsibility
- Friendship
- Empathy
- Respect
- Tolerance
- Openness
- Self-respect

### **Foundation Stage**

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' and physical development areas of the curriculum. Both are strongly linked to play and are integral to the learning experiences children have in our early years. Positive experiences are built through daily opportunities to share and enjoy a range of different activities across the learning environment, which includes a specially designed outdoor play space which maximises the potential for the children to achieve the early learning goals in these areas. Through group work in our therapeutic inclusion room, children can develop social skills, such as listening to others, taking turns, sharing, and tidying up after themselves, as they do during class activities. The Special Educational Needs Co-ordinator will also develop these skills alongside speech and language in a group setting. Health professionals such as dentists and the school nurse, alongside the class teachers, promote the importance of good health, physical exercise, a healthy diet and ways to keep

safe.

### **Key Stage 1**

Each teacher timetables a discreet weekly PSHE lesson under-pinned by the SEAL program of study. Detailed below are our learning objectives for the children in key stage 1:-

- To be able to name, understand and manage their feelings.
- To be able to make choices to improve their own health, hygiene and wellbeing.
- To be able to use the PANTS rule and understand why some products and medicines are harmful, to help keep safe.
- To recognise different types of bullying and why they are wrong. To be clear on the school policy of dealing with bullying and how to help others who are being bullied (see the school Anti-bullying Policy for more information).
- To develop empathy and respect for others regardless of their differences and understand how their behaviour affects others.
- To understand the difference between right and wrong and talk about the choices they make on that basis.
- To understand and talk about different groups and communities they belong to, such as family and school, and how they look after each other.
- To know the classroom rules and follow them. To confidently use the LEAF process of restorative practice in school and with peers (see the school Behaviour Management Policy for more details regarding LEAF).
- To understand ways of looking after the local environment and why it is important to do so.

### **Key Stage 2**

The learning objectives from key stage 1 are developed further in key stage 2, as follows:-

- To understand what makes them and others special and how they can face new challenges in a positive way.
- To discuss and understand how to maintain healthy relationships
- To discuss and understand some bodily and emotional changes that happen at puberty and how to deal with these changes in a positive way.
- To develop a healthy lifestyle and understand why it is important.
- To manage the risks associated with commonly available substances and drugs that are legal and illegal. To make judgements and decisions to improve their own and other people's health and wellbeing and to describe some ways of not giving in to negative peer pressure.
- To recognise different types of bullying and why they are wrong. To be clear on the school policy of dealing with bullying and how to help others who are being bullied. To understand the consequences of bullying for the bully and the victim (see the school Anti-bullying Policy for more information).
- To describe and understand a wider range of beliefs and values in society and talk confidently about some different religious, national, regional and ethnic identities in their school and the United Kingdom. To develop empathy, respect and tolerance for these

different beliefs and identities, regardless of their differences, and understand how their behaviour affects others.

- To understand the values and qualities needed to develop and keep positive relationships over time and help others with their relationships by listening, being mature and trustworthy.
- To recognise and describe specific negative behaviours, such as bullying, racism, aggression and anti-social behaviour, how they might make others feel and how they affect communities. To think about how they would respond to or challenge these behaviours.
- To know the classroom rules, why we have them and to follow them. To confidently use the LEAF process of restorative practice in school to resolve differences for themselves and others (see the school Behaviour Management Policy for more details regarding LEAF).
- To take part in a debate about things that are happening in the community, with one other person, a group or the whole class and listen respectfully to what they think. To be able to research issues and recent events in the community and wider world.
- To develop the skills needed to work in the future, to think about future careers and ways to look after and save money.

### **Teaching and Learning**

Articles 28 and 29 – Children should have the right to a good quality education which should help you use and develop your talents and abilities.

- At Rack House Primary School we are committed to using a range of effective teaching and learning techniques to deliver the curriculum in an exciting and meaningful way, which is relevant and meets the needs of our children. Teachers do this by ensuring that:
  - the purpose of each lesson is made clear and that the content is relevant
  - appropriate learning experiences are planned and meet the needs of all children
  - learning experiences draw on the children's own experiences
  - opportunities are provided for children to reflect, consolidate and apply their learning
  - children are encouraged to record and assess their own progress
  - a safe and secure learning environment is developed.

### **Non-discreet PSHE**

#### **Learning Mentor**

Article 31 – Children have the right to play and rest.

Article 39 – Children have the right to help if you've been hurt, neglected or badly treated.

A wide range of PSHE strategies are in place away from the classroom, which contribute to the development of the children's social and emotional well-being. The school's Learning Mentor works in conjunction with class teachers to address specific issues relating to PSHE. This takes place mainly in the school's therapeutic inclusion room, Room to Think. Room to Think has many different aims and functions. It provides an opportunity for children to talk about their feelings around school, or any issues that are on their mind and to be listened to in a caring, nurturing environment.

Counselling and therapy techniques are used to help our children explore and understand those

feelings so they can find strategies to improve their mental health and be more successful in class and life.

Room to Think is an extremely positive environment with initiatives to praise and reward children for working hard to achieve things they are proud of. This will motivate children to believe in themselves, do their best in class and build high self-esteem. Through group work, children establish friendships, learn from their peers and support each other. Our whole-school approach is that if a child feels emotionally supported in school they are more likely to focus on their learning in class.

The learning mentor is part of a specialised pastoral team, providing additional support to children and their families in school.

### **Confidentiality**

Article 16 – Children have the right to privacy.

So that children feel safe and able to talk freely, conversations in Room to Think will be confidential. Information will only be passed on to the school safeguarding team if the child is judged to be in a situation which may cause harm to them, or others.

Should any disclosures occur during the teaching of PSHE, teachers and teaching assistants should deal with the incident in line with the school Safeguarding Policy. It should be made clear that staff can never offer unconditional confidentiality. If at any stage a child does disclose information which gives rise to concern, the Safeguarding Team must be informed and the matter will be investigated.

### **School Council**

Article 12 – Children have the right to give your opinion, and for adults to listen and take it seriously.

At Rack House, our children are encouraged to take a lead role in making and changing rules through the School Council, Eco Warriors and Sports Council. Our school councillors meet other school councils in the local area regularly throughout the year through Young Voices meetings. At these meetings, schools share good practice and ideas to make their school better. Children learn vital life skills through presenting to other schools, actively listening to others and debating issues which affect them. They also gain pride and self-esteem through representing the ideas and ethos of their peers.

Our sports council regularly attend Change 4 Life sports clubs which provide sports leadership training. As a result, we have Young Leaders in years 5 and 6 who can then play a key role in supporting and delivering the Change 4 Life/physical activity club in our school.

Our whole-school policy is for every school councillor and Eco Warrior to stand up in front of their peers every half term and ask them for any ideas to change or improve the school. These ideas are then brought to the headmaster to ensure that every child in the school has a voice.

School councillors and Eco Warriors are democratically elected, with every child having the opportunity to apply and to vote. Children are encouraged to put forward the reasons why they would make effective School Councillors and Eco Warriors. This is a whole school ethos of democracy where children are taught about local and national institutions where democracy takes place and how democracy works.

## **Whole-school Assemblies**

The pastoral team hold regular PSHE assemblies throughout the year for key stage 1 and 2. Particular focus is paid to initiatives such as anti-bullying week and walk to school week to promote discussion and thought. The school council play an important role, for example by judging an anti-bullying t-shirt design competition or giving stickers to children who walk to school.

## **Healthy Lifestyles**

Article 24 – Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

At Rack House we have 3 main aims, to encourage less active children to engage in team sports and active games, to be competitive and to make sure everyone is included.

As part of our whole-school focus on healthy lifestyles, a nutritionist from Manchester City football club runs weekly sessions with parents/carers and children to encourage healthy meal choices, teach the importance of healthy eating and valuable life skills.

## **Involvement of Parents and Carers**

We are committed to working with parents and carers through providing PSHE based appointments with the pastoral team during parents' evenings, workshops to find out more about SRE, regular blogs and verbal feedback. Our Learning Mentor will support parents through discussion of any concerns they may have, working with the child accordingly and offering material for parents and carers to explore with their children when necessary.

## **SEN / Equal Opportunities / Inclusion / Diversity**

Article 23 – Children have the right to special education and care if they have a disability, as well as all the rights in the Convention, so they can live a full life.

All the children at Rack House Primary School receive a broad and balanced PSHE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's abilities and learning styles.

## **Assessment**

From Early Years Foundation Stage, teachers use Leuven Scales to monitor and evaluate children's well-being and involvement as they progress through the year groups.

Strength and difficulties questionnaires ("SDQ'S") are completed by teachers to identify specific areas of need for our children. These are broken down into emotional, conduct, hyper-activity, peer relationship difficulties and pro-social behaviour to identify appropriate interventions required and assess pupils' progression throughout the year. All data is recorded and maintained in the school's confidential spreadsheet.

Boxall Profiles are then used alongside SDQ's to provide a more detailed profile of need and specific interventions, when required.

**Date: 30 August 2019**

**Review date: 30 August 2021**