

WOLVERHAMPTON GRAMMAR SCHOOL (JUNIOR)

PSHE CURRICULUM POLICY

Staff responsible for overseeing and reviewing the policy: PSHE co-ordinator, whole school staff, leadership team and Governors.

The policy will be shared with school staff and training updated where necessary.

A reference copy of the policy will be located in the shared server in policies

Wolverhampton Grammar Junior School: Our Shared Vision:

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hard working and well motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

Local and National Guidance:

This policy is in line with guidance from the DSCF www.dscf.gov.uk, the National Curriculum www.nc.uk.net, the QCA www.qca.org.uk alongside National Healthy Schools Programme www.healthyschools.gov.uk and Promoting Fundamental British values as part of SMSC in schools, Nov 2014.

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active, responsible citizens. (National Curriculum, 2000)

PSHE comprises the planned provision to promote the personal, social, development and the health and wellbeing of pupils in a school. (PSHE 2003/04, Curriculum Assessment, QCA)

School aims in the teaching of PSHE

A whole school approach to the teaching of PSHE is an essential aspect of the successful promotion of each pupil's personal, social and health development. It is part of the school's planned and hidden curriculum, whenever morals, attitudes, behaviour, relationships and healthy life-styles are taught. The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Personal, Social, and Health Education enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed and ensure that they experience the process of democracy in school through School Council meetings, class circle time and assemblies. Through the teaching of rights and responsibilities the children learn to appreciate what it can mean to be a positive member of a multicultural society.

PSHE Aims:

To actively promote the five fundamental British Values.

To be aware of safety issues.

To provide opportunities for learning and achieving.

To encourage pupils to develop a positive self image.

To encourage pupils to make informed choices and take responsibility for the consequences of their choices.

To encourage pupils to develop a healthy lifestyle through the sharing of knowledge of what constitutes a healthy lifestyle.

To encourage pupils to form good relationships with adults and their peers.

To understand the role of the media in society

To expect pupils to respect differences between one another within our school community, and also society in general.

To be positive and active members of a democratic environment.

Equal Opportunities:

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone.

We promote social learning and expect pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE provision.

Promoting British Values at WGJS

Through our PSHE, RE programmes and through assemblies we promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers have been trained through the 'Prevent' programme to challenge opinions or behaviours in school that are contrary to fundamental British values. Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

Democracy

Democracy is embedded within the school. Children have the opportunity to have their voices heard through our School Council. The elections of House Captains and School Council Representatives are based on the children's votes. Our children also vote to elect the school's charities for the year. In other foundation subjects, such as humanities, children often have the opportunity to follow an avenue of choice for more independent learning and allowing an interest to be followed and looked into. In class assemblies, the class will also, through discussion, be able to decide on a focus for their assembly, often taking ownership of writing assemblies themselves.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws or rules that govern and protect us. They learn to appreciate the responsibilities that all members of our community share and the consequences when laws are broken. Units of study, within the PSHE programme of

study, focus particularly on the 'need for laws' and what society would be like, including how we would feel without them.

Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through our E-Safety and PSHE lessons. Through participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Part of our school ethos and behaviour policy has revolved around values such as respect and inclusion. Children have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and school rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. This is done specifically through PSHE and RE, as well as across the whole curriculum where relevant. We celebrate different festivals and events in the religious calendar such as Harvest, Diwali and Christmas. In celebrating different festivals, we invite visitors to join us to share their expert knowledge, accounts and personal experience. The handling of artefacts aims to bring their learning and understanding of differences alive. The School has clear protocols for ensuring that visiting speakers are suitable and appropriately supervised. See Recruitment, Selection and Disclosure Policy and Anti-Radicalisation Policy.

In addition to the promoting of British Values throughout the school's ethos the Junior school plan to implement a British Values Day during autumn term. There will be a focus to plan each of the lessons during the day and assembly themes during the week, with a British Values theme. Time will be allocated for speakers from local public institutions and services (Police, NHS, Fire) to share with the children the main aims/ethos behind each of the services.

Citizenship:

In addition to the teaching of PSHE, the concept of citizenship is recognised and developed within the curriculum in the following areas.

Social and moral responsibility:

Pupils are encouraged to develop self-confidence and to behave with some moral responsibility towards their peers and adults. In each year the children are encouraged to take part in a residential experience where there is a focus on developing children's self-esteem and on giving them opportunities to develop leadership and cooperative skills, through team building activities.

Involvement in the community:

Pupils are encouraged to become involved in their local community and local services.

Political Literacy:

Pupils are taught about the issues, problems and practices of our democracy and how they, as citizens, can be effective,

School values and ethos:

We encourage children to feel safe and valued in their school environment. We achieve this by:

- Celebrating both individual and group effort and achievement.
- Raising topical political, health, social and moral issues.
- Reflecting on the religious ideals, personal feelings and values of others and ourselves.
- Encouraging children to talk openly or anonymously about worries or concerns.

Our school environment provides clean, safe, secure facilities for all. We actively encourage children to make healthy choices by promoting availability of water throughout the day, encouraging and providing healthy snacks and providing a balanced lunchtime meal. We provide opportunities for school jobs, participation in school clubs, involvement in charity/sponsored events, recognition of individual and group activities and active decision-making through School Council and the House system.

Examples of how PSHE and Citizenship are reflected in the values of our school:

- a) a shared mission statement
- b) a calm and welcoming school atmosphere
- c) a shared school Behaviour policy
- d) a whole school rejection of any form of discrimination or bullying

- e) promoting respect, politeness and good manners
- f) recognising achievement
- g) valuing every member of the school's community
- h) encouragement for a positive self-image
- i) promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

The value of PSHE and Citizenship:

Children are encouraged to value their achievements and to deal with the challenges in life to prepare them for life after school. Therefore society will gain active children who are confident and respectful of each other.

PSHE Planning

We provide PSHE teaching each week, through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. Schemes of work are taken from the government's publication of SEAL units (Social, and Emotional Aspects of Learning), the Scholastic scheme which links to Every Child Matters and SEAL, and the PSHE Association, for accurate up to date information and resources.

Whole school activities and events to develop PSHE

PSHE issues are also approached through a series of whole school assemblies that are planned and delivered throughout the year. These planned assemblies also promote SMSC (spiritual, moral, social and cultural development).

Parent Involvement

Parents can see the units of work and children are actively taking part in, through either their termly overview and/or the school website.

Assessment and recording

As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievements and informs the development of the programme.

Teachers assess children's work by making informal judgements as they observe them during lessons and by conducting formal assessments of their work. We have clear expectations of what the pupils' will know, understand and be able to do at the end of each unit.

Links with transition to the Senior School

The PSHE coordinators from both the Junior and Secondary school regularly discuss the subject and share knowledge on new training that may have taken place. These meetings also aim to look at progression throughout the teaching of PSHE.

Curriculum and Teaching methods:

Opportunities for promoting pupils' personal, social and emotional development exist throughout the curriculum, through:

- using a range of teaching and learning styles;
- placing emphasis on active learning by involving the children in discussions, investigations and problem solving activities;
- encouraging the children to take part in a range of practical activities that promote active Citizenship, e.g. charity fundraising, school council opportunities and the planning of special events such as assembly and parents/open evenings;
- organising classes in such a way that pupils are able to participate in discussion to resolve conflicts and set agreed rules of classroom behaviour.

Teaching staff are responsible for the teaching of PSHE.

<u>Through:-</u> Teacher/pupil discussions.	- Drama role-play
- Circle time	- Group work
- Printed/visual resources	- School clubs
- School council	- Use of ICT
- P.E.	- Themed events
- Educational visits	- Charitable fundraising
- Children's responsibilities within the classroom	
- Visitors to school	

Teaching and learning in other curriculum areas:

Some aspects of PSHE and citizenship are made through other subjects

Literacy	- Speaking and listening
	- stories to illustrate personal/ social development
	- stories to promote a healthy lifestyle
Numeracy	- Mental calculations
	- Problem solving
Science	- Drugs Education
	- Healthy choices and lifestyle
	- Sex education, personal hygiene (see SRE policy)
	- Health and safety
	- The environment

D/T	- Health and safety issues - Healthy eating
ICT	- Communication with others, including internet safety.
History	- Results of events in History, events affecting health - Changes in society, including attitudes to health - Experiences of people from the past
Geography	- Environmental issues - Pupil's own locality - Less economically developed countries - Safety issues
Art	- Ideas communicated through Art (artist's ideas) - Equipment safety - Cultural diversity
Music	- Cultural diversity - Development of abilities in music
PE/Games	- Safety issues - Personal, social skills through team work - Effect of PE on the body, health related issues- science link.
RE	- Religious beliefs - Moral beliefs - Health related customs - Racism

This is merely a brief summary of aspects of PSHE and citizenship in the curriculum.

Teaching and Learning:

To facilitate pupils' learning in PSHE:

- The purpose of each lesson is made clear.
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to evaluate their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met through CPD courses and staff meetings.

Assemblies:

Assemblies provide opportunities to enhance spiritual, moral, social and cultural development for pupils. It reaffirms the school values and ethos.

Local Communities:

Children are encouraged to learn PSHE and citizenship through situations outside our school environment. We have links with other local schools and we have links with local voluntary/charitable groups.

Pastoral Care and Guidance:

This is provided by teaching staff, lunch time supervisors and support staff. We provide events to promote an awareness of others, charitable fund raising, outside speakers from the community, take part in assemblies and lessons. The skills offered by visitors are of a specialist nature and provide us with the latest information about topics of interest. They provide a good stimulus for pupils. Representatives from varied backgrounds, religious communities, the NSPCC, health and emergencies services all provide input. This stimulus complements the skills of the teacher.

Please also refer to the following policies:

Safeguarding Policy – website	Curriculum Policy (Junior School) - website
Anti-Radicalisation Policy – staff network	Recruitment, Selection and Disclosure Policy - website

Monitoring and Evaluation:

PSHE co-ordinator will monitor planning, teaching and learning of PSHE. From this monitoring/review, evaluations will be made and preceding that any alterations necessary will be made and shared with staff/governors.

DLP/LDA
October 2016

Next Review:
September 2017