

# WOLVERHAMPTON GRAMMAR SCHOOL (JUNIOR)

## PSHE CURRICULUM POLICY

This policy is in line with guidance from the DSCF [www.dscf.gov.uk](http://www.dscf.gov.uk), the National Curriculum [www.nc.uk.net](http://www.nc.uk.net), the QCA [www.qca.org.uk](http://www.qca.org.uk) alongside National Healthy Schools Programme [www.healthyschools.gov.uk](http://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)

### **Our Shared Vision for all pupils:**

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

### **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. The school encourages its pupils to play a positive role in contributing to the life of the school and the wider

community. In doing so, the school helps the children develop their sense of self-worth. The school teaches how society is organised and governed and ensures that they experience the process of democracy 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 (see also 'Teaching Sex and Relationships Education' Appendix)
- To be aware of what sexual harassment is/looks like, and how to report such issues.
- 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:**

The school promotes 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 every child.

The school promotes social learning and expects 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 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 PSHE, RE schemes and the assembly programme, the school promotes the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teachers are 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.

### **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. Children also vote to elect the school's charities for the year. For Speech Day, each class elects a member who has continued to exceed expectations, whether supporting new children in the year group, offering encouraging words during a residential, or being a constant help and friend during the year.

### **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. 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 should be like, including how society would feel without them.

### **Individual Liberty**

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. The school educates and provides 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. Through participation in extra-curricular activity and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect**

Part of the school ethos and behaviour policy revolves around values such as respect and inclusion. Children are part of discussions and assemblies related to what this means and how it is shown. This is reiterated through classroom and school rules, as well as the 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 through PSHE and RE, as well as across the whole curriculum where relevant. The school celebrates different festivals and events in the religious calendar such as Harvest, Diwali, Chinese New Year and Christmas. The school invites visitors to join us to share their expert knowledge, accounts and personal experience during such events. The handling of artefacts aims to bring the children's learning and understanding of differences alive. The School has clear protocols for ensuring that visiting speakers are suitable and appropriately supervised.

In addition to the promoting of British Values, the Junior School implements a British Values Day which includes a carousel of British Values themed lessons during the day and assembly themes during the week. Time is 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. Following on from this, a focus on one of the five British Values is addressed on a rolling termly basis.

### **Citizenship, social and moral responsibility:**

Pupils are encouraged to develop self-confidence and to behave with 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 self-esteem and opportunities to develop leadership and cooperative skills, through team-building activities. Pupils are also encouraged to become involved in their local community and local services.

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

- a shared mission statement
- a calm and welcoming school atmosphere
- a shared school Behaviour policy
- a whole-school rejection of any form of discrimination or bullying
- promoting respect, politeness and good manners
- recognising achievement
- valuing every member of the school's community
- encouragement for a positive self-image

- promote a healthy lifestyle by providing water, healthy snacks and a balanced lunch time meal

### **PSHE Planning**

In the Junior School, a PSHE lesson is taught 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 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 the Firefly parent portal. The Junior School invites parents to view the SRE materials delivered to the children in advance of the scheduled lessons.

### **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. The school has 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 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. On a termly basis, a focus on one of five British Values will be shared during assembly and further addressed during individual lessons that term.

### **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. The school provides events to promote an awareness of others, charitable fundraising, outside speakers from the community, opportunities to take part in assemblies and curriculum lessons. The skills offered by visitors are of a specialist nature and provide the school 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:**

The school monitors and evaluates the Junior School PSHE policy through the following activities:

- Regular staff meetings
- Regular evaluation of lessons and themed events
- Standing Pastoral Care agenda item in weekly meetings
- Annually by the Junior School PSHE coordinator
- Annually by the Head of the Junior School

DLP/LDA  
September 2018

Next Review:  
September 2019

## **Appendix: Teaching Sex and Relationships Education**

At Wolverhampton Grammar Junior School, it is intended that sex and relationships education should be an integral part of the learning process. All pupils have the right to relevant and accurate information, guidance, and advice on matters concerning their welfare. This appendix has been developed in accordance with the DfEE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000) In this document, sex education is defined as 'Learning about physical, moral and emotional development'. The school has also used LEA guidance through SRE courses.

### **Aims**

- To encourage respect and responsibility for themselves and others.
- To impart factual knowledge by answering questions with sensitivity.
- To develop confidence and self-esteem enabling self-respect and control over their bodies and their own lives.
- To aid understanding of the physical, mental and emotional changes that take place at puberty.
- To encourage responsibility for personal hygiene.

### **Objectives**

- To make the children aware of the basic facts about the processes of conception, pregnancy and birth.
- To understand the changes that take place to their bodies during puberty.
- To develop an understanding about a wide range of different family arrangements and relationships.
- To develop knowledge of the names and functions of different parts of the body and what it means to be male and female.
- To become aware that moods and feelings can affect behaviour and relationships.

### **Planning for sex education**

The Junior School teaches sex and relationships education through different aspects of the curriculum. Although health and relationship issues are taught across the school through the PSHE, Science and PE curricula, the Junior School focuses specifically on 'Sex and Relationships Education' (SRE) during Year 5 and Year 6.

The SRE curriculum is based around the 'Living and Growing' DVD. The teacher provides a short introduction, the children watch the DVD together, and then complete follow-up activities which often lead to open discussions as the children become more confident.

In addition to the SRE taught in year 6, the children are taught about how to recognize sexual harassment and what this actually means. Sensitively, based on the age of the children, the terms are defined, and the three main threads of sexual

harassment are identified (talking, writing and touching). Identifying what these types of harassment look like, the children move onto looking at a number of scenarios and identifying the type of harassment is involved. The unit ends with children understanding where to go and what to do, should they ever find themselves in such a situation.

Teachers do their best to answer all questions factually with sensitivity and care. By the end of KS2, the school ensures that both boys and girls know about conception and birth and body changes during puberty.

The school arranges a meeting with all parents and carers of children in Years 5 and 6 to discuss this particular program of lessons, to explain what the issues are and how they are taught, and to view the materials the school uses in its teaching. Parents have the right to remove their child from all or part of the sex education program. If a parent wishes their child to be partially removed from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the lessons they do not wish their child to participate in.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will bring the matter to the attention of one of the DSLs in the Junior School.

### **The role of parents**

The school is aware that the primary role in children's sex education lies with parents and carers. The school wishes to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. The school therefore encourages the children to find an appropriate time to discuss topics covered during SRE lessons with their parents.

### **The role of the Head teacher.**

The head teacher designates a member of staff with responsibility for Sex Education within the school. This person will be given sufficient training in order to teach effectively and handle any difficult issues with sensitivity.

### **Resources**

The resources are provided by the PSHE coordinator, who also keeps further reference material for the teaching of more sensitive issues.