



Kindness • Responsibility • Challenge

Grouville School

Always be the best you can be



Grouville School PSHE&C Policy 2023

UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 36: You should be protected from doing things that could harm you.



This Policy should be read alongside other related policies: Behaviour, Counter-bullying, Healthy Relationship Education (HRE), SMSC, Equal Opportunities, Child Protection and Safeguarding, Teaching and Learning, Confidentiality, Digital Safeguarding and RE.

Jersey Primary Curriculum, 2014:

Article 28: The right to a good quality education

'PSHE&C education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE &C education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' PSHE including Citizenship.

Our Aims

To be the best that we can be

At Grouville Primary School, Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of our society who will grow up to become adults who make sensible choices when faced with issues. Pupil voice plays an essential role in the development of our school community and every child is encouraged to develop their sense of self-worth, belonging and responsibility by playing a positive role in contributing to school life and the wider community. We provide opportunities for the children to learn about how society is organised and governed and experience the process of democracy in school through the School Council. They learn about rights and responsibilities and our approach provides opportunities to develop life skills in a safe, nurturing environment.

Equality Act 2010

Article 2: The right to not be discriminated against

At Grouville, we recognise the importance of treating everyone with equal fairness and promote this across our curriculum and community. We respect the nine protected characteristics: age, disability, identity, gender identity, marriage and civil partnership, pregnancy and maternity, race and nationality, religion or belief and sexual orientation.

Our School Values

Article 29: The right to become the best you can be

At Grouville, we focus on three core values:

- Kindness
- Challenge
- Responsibility

These values are promoted throughout the school and the children are rewarded with coloured beads when they demonstrate an act which reflects a conscious effort to develop these skills to becoming life-long learners.

Ingredients for Successful Learning

Article 29: The right to become the best you can be

Our 'Ingredients for Successful Learning' were created by the children and underpin the rights and responsibilities of every child's education and experience at school. Throughout their time here, the learning values help to teach the children how to become independent, responsible learners and citizens.

Our 'Ingredients for Successful Learning' are:

- Try, try, try; don't give up.
- Challenge yourself; be the best you can be.
- Be independent; stand on your own two feet.
- Work well together; look after each other.
- Believe in yourself; anything is possible!

Rights Respecting Gold

Article 1: Everyone under 18 has these rights

Article 5: The right to learn how to use your rights as you grow up

As a UNICEF Rights Respecting Gold School, we are committed to ensuring that both the UN Convention on the Rights of the Child and Global Citizenship are central to our core values and ethos. Our children know that they have the right to be heard in decisions which affect them. This results in

a raised sense of security and self-confidence and so our children are able to develop and apply the skills, language and concepts that allow them to recognise their rights. Grouville Primary School achieved the Gold Award in 2018 and continues to advocate the rights of every child everywhere.

Spiritual, Moral, Social and Cultural Development (SMSC)

Article 29: Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Spiritual, moral, social and cultural development helps children grow personal qualities, which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Grouville School, we aim to provide pupils with a curriculum that will enable them to develop a knowledge and understanding of diverse cultures, foster attitudes of tolerance and value towards those from a culture and background different from their own. They are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements which reflect universal human principles.

Promoting Fundamental British and Jersey Values

Article 29: The right to learn how to live peacefully and respect others

Our children will understand and develop British and Jersey values that focus specifically on our local community in Jersey. These values are: democracy, rule of law, individual liberty, mutual respect and tolerance. We think it is important everyone understands that while different people have different views about what is 'right' and 'wrong', all people are subject to the law of their country. To promote this we use 'Picture News' to show the children a thought-provoking image and ask the children big questions which allow them to reflect on their own opinions and also value the opinions of others through our comments board. We develop understanding of these values through assemblies, R.E. lessons, PSHE & Citizenship sessions and our school ethos. Examples include: our Year 5 children visiting the State's Chambers, learning about and reflecting on Remembrance Day, Liberation Day and visiting local historical sites.

The Design of the Curriculum

Article 28: The right to a good quality education

EYFS:

Personal, Social and Emotional Development (PSED) is a prime area of the Foundation Stage. It is of paramount importance in laying the foundations for future learning.

The teaching of PSED is built into the continuous provision where real experiences are used to teach the children first-hand how to develop skills in the key areas: Making Relationships, Sense of Self and Understanding Emotions.

PSED is also delivered through circle time, daily reflections and social stories as a whole class. There is also a large focus on developing the Characteristics of Effective Learning which supports the teaching and learning of PSED and Growth Mindset.

Key Stage 1 & Key Stage 2:

We focus on the three core themes from the Jersey Curriculum:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

Throughout the year, the three core themes are taught through 6 PSHE topics:

Autumn 1: Our Community

Autumn 2: Growth Mindset: Every child a learner

Spring 1: Healthy Lifestyles

Spring 2: Equality & Community (No Outsiders)

Summer 1: Healthy Relationships Education (Clued up for Growing Up)

Summer 2: Global Citizenship (Links to RRSA)

Planning

Article 28: The right to a good quality education

Three topics: growth mindset, equality and community and healthy relationship are taught through a pre-planned scheme of work. These schemes were chosen specifically to meet the needs of the children in our school and teachers adapt the planning to meet the needs of the children in their class.

When planning the remaining three topics, teachers use the PSHE & C Association long term and medium-term planning tools to develop, plan and deliver lessons. Teachers also use the SEAL materials to support their planning and resourcing of the lessons they teach. Coverage of the curriculum is evident in teachers' long, medium- and short-term planning.

Delivery

Article 28: The right to a good quality education

We teach PSHE & Citizenship in a variety of ways: focused PSHE & C lessons are taught for 30 minutes weekly or in accumulated blocked time throughout each half term. Cross-curricular links to PSHE & C are planned into other foundation subjects e.g. RE, PE and Science. Children are also taught aspects of the curriculum through assembly time as a whole school, key stage or class (class meetings). Grouville invites and welcomes visitors to our school in assemblies and individual classes to build our sense of community and support key areas of our PSHE & C curriculum. Staff organise and

deliver themed weeks and events, for example 'Wellbeing week' and 'Prison me no way!', throughout the year to emphasise key areas of learning.

Assessment

Article 28: The right to a good quality education

Assessment is an integral part of teaching and learning. In PSHE&C education, assessment is used to promote learning, to identify pupils' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the teaching and learning is having on them. In PSHE&C, assessment is based on each child's starting point and a measure of the progress they make individually.

Teachers use a range of strategies such as effective questioning, role-play, mind maps to acquire knowledge on the children's prior knowledge whilst being aware that children will have different starting points in their level of knowledge, understanding, attitudes and beliefs. At the end of lessons, teachers will revisit these strategies to draw out new knowledge acquired and any changes or development in attitudes and beliefs. Teachers use learning questions and checklists, when appropriate, to support the assessment process and to help children to reflect on their learning. A summative assessment is also made at the end of each unit which is recorded on our 'Foundation Subject Tracking Grid'.

Inclusion

Article 3: Everyone who works with children should do what is best for each child

Our PSHE and Citizenship curriculum is planned to be inclusive and meet the needs and interests of all learners. It gives all pupils, irrespective of their learning need and style, opportunities to rise to challenges and to succeed in the context of their own abilities.

Trips and Residential

Article 28: The right to a good quality education

From Nursery to Year 6, children are taken on trips out into the local community. In Key stage 2, children in Years 4-6 participate in a residential trip which includes an overnight stay. Experiencing trips and residential is vital in developing the children's self-esteem, independence, resilience and class community. Full risk assessments are carried out prior to the educational visits and activities where there may be a risk to health, safety and wellbeing are identified.

Working with Parents

Article 18: The right to be raised by parent(s) if possible and for parents to do what is best for their child/ren

Our school views the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and provide opportunities for parents and carers to be involved in PSHE & C through consultation and, where appropriate, specific input to the curriculum. Achievement of pupils in PSHE & C is reported to parents during parent interviews and school reports. There is no formal section for PSHE & C in the end of year written report, but evidence of PSHE will be reflected in the 'Attitudes and Behaviour' section as well as subject specific areas.

We also offer resources and information for parents and carers to support their children in aspects of PSHE and citizenship e.g. e-safety, drug education, healthy eating and organise meetings, assemblies and workshops for parents to offer extra information.

Confidentiality

Article 36: The right to protection from any kind of exploitation

Teachers have a responsibility to prioritise safeguarding and cannot promise total confidentiality to pupils. If a member of staff, through their teaching, has concerns about a pupil, they must refer the matter to the Designated Safeguarding Lead (Mrs Turner or Miss Arrowsmith) and follow the correct procedures as outlined in the school's safeguarding policy.

Healthy Relationships Education (HRE)

Article 28: The right to a good quality education

Through the PSHE & C curriculum, children are taught HRE at an age-appropriate level which is decided by teaching staff and senior leaders (see HRE policy). Parents have the right to withdraw their child/ren from HRE lessons that are covering content outside of the Science curriculum.

Monitoring and Review

Written by Sam Coombes - September 2017

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Updated by Jill Stocke - January 2023