



# Grouville School PSHE Policy 2017



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), 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 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 education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.' PSHE including Citizenship.

## **Our Aims**

*Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners.*

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.

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## Our School Values

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

At Grouville, we focus on three core values:

- Learning
- Community
- 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.

## Our Learning Values

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

Our learning values 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 learning values are:*

- Independence
- Resilience
- Interdependence
- Creativity
- Aspiration
- Reflective

## Rights Respecting Level 1

### 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 Level 1 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 Level 1 Award in 2014 and continues to advocate the rights of every child everywhere.

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## 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 values that focus specifically on our local community in Jersey. We think it's 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.

Through assemblies, R.E. lessons, PSHE & citizenship sessions and our school ethos, we develop understanding of the law, individual liberty, mutual respect, and acceptance of those with different faiths and beliefs and about the democratic process. 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, Self-confidence & Self-awareness and Managing Feelings and Behaviour.

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 Mind set.

#### Key Stage 1 & Key Stage 2:

*Our Scheme of work comes from the PSHE Association and focuses on three core themes:*

- Health and wellbeing
- Relationships
- Living in the wider world

*The overarching concepts that are taught through these themes:*

- identity
- relationships

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- a healthy balanced lifestyle
- risk and safety
- diversity and equality
- rights, responsibilities and consent
- change and resilience
- power
- career

### **Planning**

#### **Article 28: The right to a good quality education**

Teachers use the PSHE Association long term and medium term planning tools to develop, plan and deliver lessons that cover the aims of the Jersey National Curriculum, 2014. 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 lessons are taught weekly or in blocked time throughout each term. Cross-curricular links to PSHE are planned into other foundation subjects e.g. RE, PE, 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 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 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, 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

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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 where appropriate to support the assessment process and to help children to reflect on their learning.

### **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, every year group participates 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 a risk to health, safety and wellbeing is 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 extend opportunities for parents and carers to be involved in PSHE through consultation and where appropriate specific input to the curriculum.

Achievement of pupils in PSHE is reported to parents during parent interviews and school reports. There is no formal section for PSHE 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 where appropriate.

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 meeting for parents on SRE and workshops on e-safety during parent meetings and curriculum evenings.

### **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 and follow the correct procedures as outlined in the school's safeguarding policy.

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## **Healthy Relationships Education (HRE)**

### **Article 28: The right to a good quality education**

Through the PSHE 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.

### **Monitoring and Review**

Written by Sam Coombes - September 2017

To be reviewed September 2019

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