

John Watson School



Wheatley Nursery School

PSHE Policy

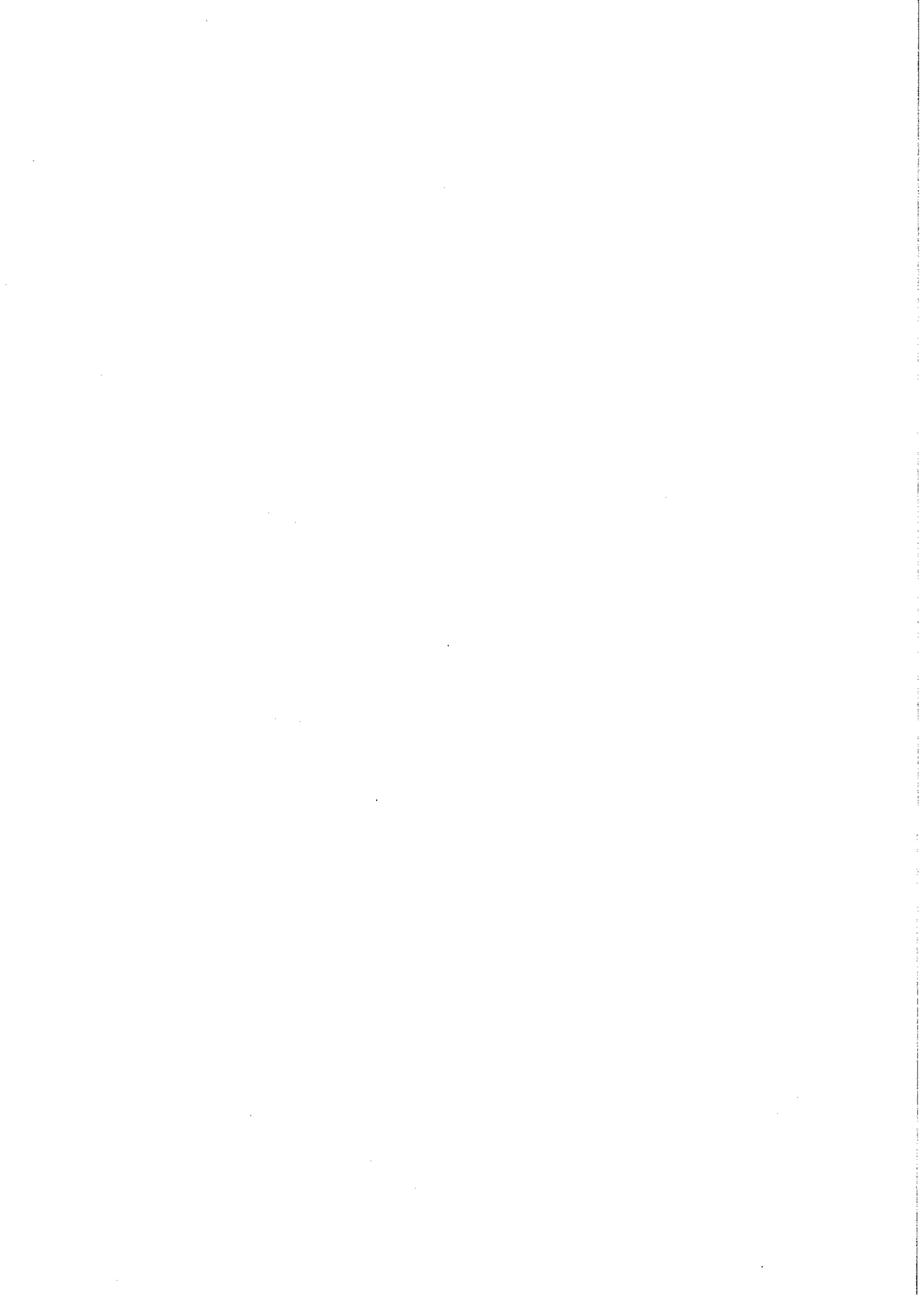
The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

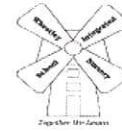
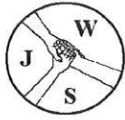
Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

S. Simmonds on behalf of Both
Chairs of Governors

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).





John Watson School Wheatley Nursery School
PSHE Policy

John Watson School's guiding principles underpin our policies and practice...

<i>We believe all children and young people have a right to feel safe and secure</i>	<i>We believe everyone should be valued for who they are and know they have a voice and will be listened to</i>	<i>We believe everyone has a right to be included within the wider community on equal terms</i>	<i>We believe learning should be stimulating, challenging and relevant for all</i>	<i>We believe all staff should be ambitious about what they can achieve in their role and be empowered to impact on pupil outcomes</i>
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Rationale

'PSHE education is a planned 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 helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society'.

Section 2.5 of the National Curriculum Framework states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Along with the National Curriculum framework, the DfE also published a guidance document on PSHE education, which states that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

PSHE education can also play a clear role in fulfilling the statutory responsibility all schools have to meet. As section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). PSHE education plays an important part in fulfilling all of the responsibilities

PSHE education and safeguarding

Ofsted's guidance for the inspection of safeguarding as part of a section 5 inspection (July 2014) states that:

'The responsibilities placed on governing bodies and proprietors include making sure that children are taught about how to keep themselves safe.'

PSHE education is a fundamental component in a curriculum that **safeguards** pupils. It helps them to recognise when they and others **are at risk** and **equips them** with the skills, strategies and language they need **to take appropriate action**.

This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations.

This PSHE policy promotes **high-quality, age-appropriate PSHE** so that pupils are not vulnerable to inappropriate sexual behaviours and exploitation.

PSHE education plays a vital part in helping to meet school's responsibilities to **safeguard** their pupils.

PSHE education and SMSC

There is a clear connection between PSHE education and SMSC so the impact and interrelationship between the two is a priority.

PSHE and Leadership and Management

PSHE education can make a significant contribution in relation to leadership and management and behaviour and safety.

Developing PSHE education provision at John Watson School

In July 2013, the PSHE Association launched its own Programme of Study for PSHE education and accompanying guidance for schools on developing their PSHE curriculum. These documents have been useful to us in developing a PSHE curriculum which meets the needs of our pupils.

Aims and Objectives

Our aims and objectives regarding the teaching of PSHE are that our pupils:

- know and understand what is meant by a healthy lifestyle
- are aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- are thoughtful and responsible members of their community and school
- develop self-confidence and self-esteem
- make informed choices regarding personal and social issues

Teaching and Learning

Delivery of PSHE includes whole class teaching, small groups and single sex groups for some topics. Pupils are grouped by age and ability and can be led by the class teacher, school nurse, teaching assistant or visiting speaker from an outside agency such as the police.

A variety of approaches are used including group work, individual work, videos, drama and role-play, songs, games, stories and different types of visual material including models and objects of reference.

Working closely with the pupils, their parent/s and carers and other organisations can help to ensure that the pupils and students have the ability to develop a healthy lifestyle.

We use the following methods for consulting with pupils, parents and other interested parties:

Through the student council; Questionnaires to parents and carers; Home/school diaries; Newsletters; Consultation with outside agencies such as the school nurse, police, PSHE advisers, IAG advisors; Consultation with Governors; Parents information evenings and coffee mornings

Assessing and Reporting Pupils Progress in PSHE

To assess PSHE it is necessary to judge the extent to which the pupils:

Have developed and can apply their basic knowledge and understanding

Are able to analyse, reflect, speculate, discuss and argue constructively

Can explore and understand the feelings attitudes and values of themselves and others

Show interest in their work and understand how it relates to their lives now and in the future

Have developed and are practising the skills to adapt to the changes in themselves and their environment

We record progress made in PSHE on B Squared, an assessment tool which teachers update termly (6 times per year). The recording of assessments informs future planning for individuals.

Monitoring and Evaluation

Pupils PSHE work is evaluated at the end of each term when teachers assessments are updated.

The Annual Review/EHC process enables PSHE specific targets to be discussed with parent/s and carers and where appropriate the student is present and can contribute their views. For the school staff, including the Senior Leadership Team, the following points outline the formal aspects of monitoring and evaluation:

- There is a clear educational direction that focuses on raising standards and developing personal skills
- Long Term Planning is regularly reviewed and new approaches of teaching and learning are incorporated where appropriate.
- There are clear policies for assessing, recording and reporting on pupil achievement.
- There is a well planned approach to monitoring and evaluation

Monitoring teaching

- Regular departmental meetings to share good practice
- Peer mentoring for staff, by watching each other teach thus gaining an insight into each others teaching methodologies
- Feedback on lesson observations and Learning walks
- Governor observation
- Sampling of pupils' views through interviews
- Book scrutiny and any additional evidence
- Pupil evaluation of how they found the lessons

Equal Opportunities

- Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families.
- Our young people are valued and encouraged to participate fully in the life of the school.

Resources A variety of resources are available that are appropriate to age, gender and ability, these can be found in the resource cupboard on Secondary site and in the Clinical Nurse Specialist's office on the Primary site. The

resources specifically for faith, ethnicity and culture can be located in the RE boxes on both Primary and Secondary sites. Where specific equipment or resources may be needed, the Clinical Nurse Specialist may be able to arrange a loan from her service.

Sex and Relationships Education Aspects of SRE are covered during science lessons and the remainder during PSHE timetabled sessions. The school nurse, class teacher and teaching assistants deliver these lessons. *Please see the SRE Policy for further information.*

Drugs Awareness A proportion of drug education is covered during science lessons and the remainder during PSHE timetabled sessions. The school nurse, class teacher and teaching assistants deliver these lessons. *Please see the Drug Policy for further information.*

Anti-Bullying We reject all forms of bullying and will not tolerate them in our school community. We deliver this message across the school through PHSE lessons as well as bespoke interventions where necessary. All of these are delivered in a manner that is appropriate to each individual's needs and level of understanding

Please see the Anti-Bullying Policy for more information

Dissemination of the Policy

The PSHE policy is presented to the Governing Body of John Watson School. It is reviewed in the light of new initiatives from the government and amended accordingly. A hard copy of the policy document is kept in the Head Teacher's office and a copy is stored in the Staff Handbook on The Staff Portal