

# Kentmere Academy and Nursery

## PSHE policy



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## Important information

PSHE Co-ordinator – Mrs N. Howard

Headteacher: Mrs S. Isberg

Date of review: September 2017

All PSHE policies and related documents include information and guidance for school staff and our out of school provision.

## Ethos, Values and Vision

Every pupil is nurtured and encouraged to fulfil their potential – our aim, to stretch the most able and support the least confident, informs and guides all that we do. We want all our pupils to achieve their best both academically and socially. Alongside this we promote an ethos where every child is valued as an individual, to help them to grow into caring and respectful young people who are able to get on well with each other and make a positive contribution to our community.

We are proud to be a happy, diverse and inclusive school where everybody matters.

Helping to challenge inspire and motivate each other.

Aiming high, achieving excellence.

Promote and value excellent progress.

Positive contributions to the school and wider community.

## YOU CREATE YOUR OWN FUTURE!

We believe that our PSHE and Citizenship programme plays a vital role in helping us to address the themes in the Ofsted Framework 2015; Personal development, behaviour and welfare.

Kentmere Academy believes that the United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school. In all PSHE and cross-curricular education; an understanding of the rights of all children, worldwide, helps to build respect in all relationships both within the school and in the wider community.

**Article 12** “Children have the right to say what they think should happen, and to have their opinions taken into account.”

**Article 14** “Children have the right to think and believe what they want, and to practise their religion as long as they are not stopping others from enjoying their rights.”

**Article 2** “The convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.”

**Article 24** “Children have the right to good quality health care, to clean water, nutritious food and a clean environment so they will stay healthy.”

**Article 29** "Education should develop each child's talents and personality to the full. It should encourage children to respect their parents and their own and other cultures."

### Aims of PSHE

PSHE aims to provide a range of opportunities and experiences for pupils to develop attitudes, values and skills and to gain knowledge to help them to:

- Feel positive about themselves
- Recognise, understand and manage their own emotions
- Learn how to keep safe and have the opportunity to manage risks in a safe learning environment
- Develop and maintain positive relationships
- Understand how they are changing physically, socially and emotionally
- Develop a healthy lifestyle
- Gain a financial understanding involving spending and saving
- Understand and respect difference and diversity
- Reflect on their experiences
- Become responsible for their own learning
- Find out about their rights, responsibilities and duties both as individuals and as members of the community
- Find out about the main political and social institutions

### Teaching, Learning & Resources

PSHE is sometimes taught as a discrete subject but can be incorporated into other curriculum areas such as science, English, RE, geography. Also PSHE issues may be addressed during assemblies, specialist themed events or activities (Sunshine Days), or School Council 'class meetings'. Teaching is planned using the end of Key Stage guidelines agreed by the LA lead PSHE teachers as a basis. However, due to the nature of the subject, unplanned opportunities may arise for valuable learning experiences. On such occasions, teachers record information on their evaluated plans and adapt work appropriately. At Kentmere, we use a variety of resources to ensure we provide children with an exciting relevant PSHE curriculum. Teachers have access to SEAL's, Circle Time activities, Jenny Mosley materials, Noreen Wetton books and topic based resources which they have incorporated into a PSHE curriculum tailored to the children at our school.

### Teaching and Learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as Sunshine Days or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local mosque or church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Children take an active role during Circle Time sessions, debates and 'Hot Seating' activities. Co-operative learning structures are being embedded to support all pupils in becoming actively engaged in lessons.

## Emotional Health & Wellbeing Support

The Stirling Children's well-being scale is used to identify any child who would benefit from additional pastoral support. Pupils may also be identified through adult observations.

## Spiritual, moral, social and cultural development

PSHE is concerned primarily with the development of the spiritual, moral, social and cultural elements of the whole pupil by providing opportunities for them to reflect on and clarify their own values and attitudes and explore the values and attitudes they encounter both now and in the future. Assemblies and collective worship provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting the school's values and celebrating achievement. School assemblies are linked to the school's core values and weekly themes: For example • Bravery • Consideration • Courtesy • Honesty • Perseverance • Respect • Responsibility. Our school uploads regular updates on to our SMSC gridmaker to evidence and track the children's learning journey.

## Foundation Stage

We teach PSHE and Citizenship in nursery and both the reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## The School Council

The School Council provides opportunities for Key Stage One and Two pupils to develop their understanding of democracy and British Values. The School Council meets fortnightly to discuss ideas and issues brought up by the classes they represent. They meet on Thursday afternoons 2.45pm every 2 weeks or more frequently if required. Opportunities are provided by class teachers for School Council representatives to feedback to their class. The School Council is elected annually each child being required to vote for one boy and one girl from their class. Each School Council member has responsibilities which have been agreed in the SC job description.

Specialist roles of Chair, Vice Chair, Secretary and Treasurer have additional responsibilities.

## Differentiation

Differentiation in PSHE will be mainly through outcome, though in some cases alternative tasks may be provided ensuring work is at an appropriate level. Where appropriate, consideration should be given to differentiation by time, support, questioning, resources, task and outcome.

## Assessment

Assessment in PSHE will be ongoing and carried out through;

- Pupil Interviews – discussions with the child about their work / understanding.
- Assessment for Learning Strategies (E.g. Smiley Face fans, Colour coding work. Peer Assessment, Self-Assessment)
- Teacher Observation –children's responses to tasks set, contributions to class discussions.

- End of Year Statements – look at descriptions created by class teacher and allocate level of attainment.

### Recording and Reporting

Records of progress kept in PSHE will include;

- A termly record of work covered – with evaluations or lesson plans on our ‘T’ drive or handed to Mrs Howard.
- Annual report to parents (end of year report)
- Level S (secure) Level W (working at expected level) Level B (working below) for each child. Children’s progress to be tracked by Mrs Howard.

### Links to other policies

PSHE is a broad area and there are other policies related to this curriculum area. These can be found in related documentation.

- Anti-bullying
- Sex & Relationships Education
- Drug Education & Management of Incidents
- Whole School Food Policy
- Confidentiality
- Smoking
- Child Protection / Safeguarding
- Behaviour, Motivation & Discipline
- Computing

### Links with external agencies

At Kentmere Academy and Nursery we pride ourselves on the strong links with the community which have been established over the years. Planning and working with specialist professionals helps to enrich our curriculum and provide exciting learning opportunities for our children. We currently have close links with The Oral Health Unit, School Health, Fire & Rescue Department, Crucial Crew, Rochdale AFC, Childline and the Police.

Visits to and from external agencies are encouraged but must first be arranged through the PSHE co-ordinator or Headteacher.

### Links with Computing

ICT provides a valuable resource to support PSHE teaching. [Espresso](#) has a section for this curriculum area with video clips, newspaper articles and activities on a wide range of issues.

Internet safety is also an important issue, especially with cyber bullying on the increase. Pupils will be taught internet safety lessons using BBC Doogle, childnet and CEOPS resources to enrich the lesson.

### Role of the Co-ordinator

- Lead in policy development and oversee the designed scheme of work to ensure continuity and progression in PSHE throughout the school.
- Support colleagues in their development of detailed medium term plans.
- Monitor progress of PSHE through tracking grids and liaise with teachers appropriately.
- Take responsibility for the purchase and organisation of resources.

- Keep up to date with developments in PSHE and disseminate information to colleagues as appropriate. • Advise CPD co-ordinator of valuable training opportunities
- Attend network meetings.

#### Involving parents, children, governors and others

- To identify opportunities to involve parents and the local community
- School Council to report successes to the Headteacher to be included in a termly Report to Governors
- Links with external agencies and the community.
- Links with pupil groups (School Council)

#### Self-Review, monitoring and evaluation

This policy and the related documents will be evaluated and reviewed in October 2017. Judgements will be made based on evaluated plans; staff and pupil feedback and lesson observations.

The following information is the property of Kentmere Academy. No other institution should use this property without the consent of Kentmere Academy. (2015)

Signed:



Sarah Isberg (headteacher)

Date: July 2017

Agreed by the Governing Body: July 2017

Review July 2019

