COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

PSHE Policy

COBHAM Primary School

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Caring   Proud   Successful

TRUST

Takes years to build, seconds to break and forever to repair.
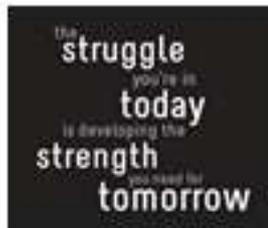
T tolerance

R respect

U unity

S strength

T truth

THE POWER OF TRUTH

Tolerance means... appreciating and respecting differences in people.

the struggle you're in today is developing the strength you need for tomorrow

Respect

GIVE IT

TO GET IT

1. Rationale

The aim of PSHE education is to assist our children and young people in acquiring the knowledge, understanding and skills they need to manage their lives; both whilst they are at school and in the future. Personal, Social and Health Education, including Citizenship, has a place in all aspects of learning here at Cobham and is intrinsic to every single lesson of the curriculum. It contributes to the **development of a child's individual identity, sense of self**-esteem, direction in life, and the ability to be r**esilient whilst helping to widen a pupil's emotional development and maturity.** Throughout the **pupil's PSHE education here at Cobham they will consider themselves as individuals, family members** and members of a community and the wider society in the world in which they live, thus valuing and respecting their contributions to each setting.

PSHE education can make "a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, their safety and their wellbeing" (PSHE Association, 2014).

Our PSHE programme takes into consideration that pupils will be at very different stages of personal development when they enter the school, according to different life experiences at home and therefore, our programme of study has three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world, economic wellbeing and being a responsible citizen

It is understood that these are not three unrelated themes but rather three themes that are clearly interlinked and taught as such throughout the entire curriculum talking into account the spiritual, moral, social and cultural understanding and development of the children.

SMSC at Cobham
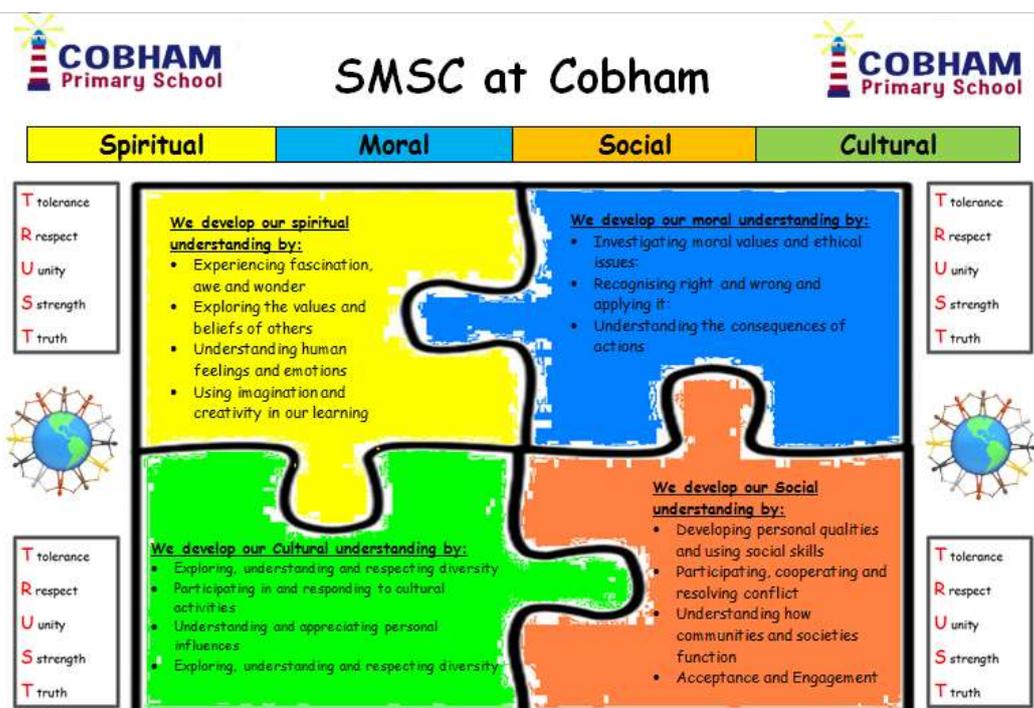
2. Aims

To enable all children to 'be the best they can' and achieve their full potential, the overarching aim for the PSHE education and curriculum at Cobham is to provide all pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into a personal understanding relating it to personal experiences at every level
- A development of a personal identity and high levels of motivation, engagement and enthusiasm
- The development of positive social interaction and the skills to live with, work with and respect others in their local community and the wider world context
- **Opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities**
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

3. Objectives

To enable all children to 'be the best they can' and achieve their full potential, the overarching objectives for the PSHE education and curriculum at Cobham is to provide all pupils with:

- The opportunity to develop their own identity and self (including their personal qualities, attitudes, skills, attributes and achievements)
- The opportunity to develop their personal relationships with others (including different types and in different contexts and settings)
- The opportunity to enhance their own self-esteem and self-belief
- The opportunity to develop their motivation, engagement and passion for learning
- **The opportunity to develop a responsibility for one's own actions with an understand**ing of consequences
- The opportunity to develop a high level of independence with the ability to make informed choices and decisions
- The opportunity to develop team work and collaboration skills with an ability to listen, respond and support in a positive manner
- The opportunity to develop a healthy balanced life-style (including physically, emotionally and socially) with an understanding of relationships, exercise, nutritional balanced diet, saving and spending
- The opportunity to develop a sense of taking risks within a safe context using informed and reasoned choices
- The opportunity to develop an understanding for diversity and equality in all forms
- The opportunity to develop an understanding of rights and responsibilities in a variety of contexts (including fairness and justice)
- The opportunity to develop the ability to recognise and deal with change and transition, **developing a sense of resilience (the skills and strategies and 'inner knowledge' that we can** draw upon)
- The opportunity to develop spiritually within the wider world context taking into consideration their spiritual, moral, social and cultural influences and understanding
- The opportunity to develop the ability to recognise theirs and others feelings and manage the impact of their behaviour within a context and setting
- **The opportunity to develop their inner power and strength to all life'**s opportunities and challenges
- The opportunity to develop an understanding of enterprise and economic well-being to ensure they develop positive strategies when dealing with their own financial issues

4. Planning and the Curriculum

At Cobham, we believe that PSHE and Citizenship are intrinsic to every single lesson of the Primary Curriculum. The values and aims are conveyed daily and form the ethos of the school using our TRUST values.

Every class has a clear learning journey of PSHE themes throughout each academic year and these are planned with due care to maximise **children's learning and provide them with many opportunities to 'be the best they can'**.

The PSHE Curriculum Map is in line with the National Curriculum 2014 which encompasses all objectives of the PSHE Policy whilst enabling the opportunity to develop an understanding of themselves in local and global contexts. In the Foundation Stage the children carry out activities related to the Early Learning Goals. Towards the end of the school year, children will begin to make the transition from Early learning Goals to National Curriculum programmes of study for Key Stage 1. The PSHE Subject has its own curriculum map plotting **children's learning from reception through to the end of Key Stage 2** showing progression of subject knowledge and skills.
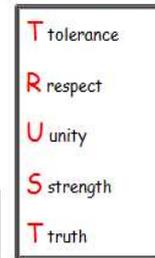
The New National Curriculum

PSHE Curriculum Overview

September 2015-2016

Year Group/Term Number	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	New Beginnings	Say no to bullying / Getting on and falling out	Going for goals	Good to be me	Relationships Healthy Eating	Change Economic Wellbeing
Year 2	New beginning- Pupil voice	Getting on and falling out Keeping ourselves safe (Drugs)	Going for goals Money management	Good to be me Living in a diverse world	Relationships Animals and us	Changes special people
Year 3	New Beginnings / Healthy Lifestyles- food	Getting on and falling out	Going for goals / Economic Wellbeing	Good to be me Healthy Lifestyles- food	Relationships SRE	Changes Drug Education
Year 4	New Beginnings & respecting others	Getting on and Falling Out/ Bullying	Going for Goals & Taking Risks	Good to be Me & Choices	Relationships	Changes and Money
Year 5	New Beginnings	Getting On Falling Out Girls Talk (SRE)	Going for Goals	Good to be Me	Economic Well Being /Drugs SRE	Changes
Year 6	New Beginnings Pupil voice	Getting on and falling out Say no to Bullying Money Matters	Going for goals Building knowledge about drugs and alcohol	Good to be me Personal safety and internet safety First aid procedures	Relationships	Changes/Moving on Safety in Action How the body works Sex Education Changes in puberty

PSHE .... ropriate, will form the part of themed Learning Journeys. Challenging concepts and themes are also developed

further during weekly Philosophy for Children sessions. These provide children with the opportunity to develop their sense of independence and find their voice, sharing their own personal beliefs and opinions with others within their class. Children are encouraged to politely challenge their own and others beliefs through spoke language.

A range of teaching and learning strategies are utilised throughout the PSHE and Citizenship learning **to maximise the children's opportunities to develop their understanding**, including:
- Group work
- Circle time discussions
- In-class debates
- Role play, freeze frames and acting
- P4C sessions
- Time for independent reflection
- The use of ICT

In addition to this, we maximise the use of visitors and outside agencies to share their knowledge, skills and information with the children through:
- Individual Class Visitors
- Whole School Assemblies

5. Subject Content

Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PSHE and Citizenship education makes a significant contribution to the development of a wide range of essential skills:

Essential Skills		
The <u>intrapersonal</u> skills required for self-management	The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings	Skills of <u>enquiry</u>
1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of	1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy	1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms
events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management)	and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others	9. Reviewing progress against objectives

During Key Stage 1 and Key Stage 2, learners gradually build on the skills, attitudes and values, knowledge, and understanding they have started to acquire and develop during the Early Years and Foundation Stage. PSHE

Notes & Guidance: Core Theme 1. Health and wellbeing	
Key Stage 1	Key Stage 2

Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase.

14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
	15. school rules about health and safety, basic emergency aid procedures, where and how to get help
	16. what is meant by the term 'habit' and why habits can be hard to change
	17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
	18. how their body will, and emotions may, change as they approach and move through puberty
	19. about human reproduction
	20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
	21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
	22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
	23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Notes & Guidance: Core Theme 2. Relationships	
Key Stage 1	Key Stage 2

7. to offer constructive support and feedback to others
8. to identify and respect the differences and similarities between people
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
13. that there are different types of teasing and bullying, that these are wrong and unacceptable
14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

    their lives together and who are of the legal age to make that commitment
6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
7. that their actions affect themselves and others
8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
11. to work collaboratively towards shared goals
12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
15. to recognise and manage 'dares'
16. to recognise and challenge stereotypes

Notes & Guidance: Core Theme 3. Living in the wider world
Key Stage 1	Key Stage 2

5. what improves and harms their local, natural and built environments and about some of the ways people look after them 6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation 6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 9. what being part of a community means, and about the varied institutions that support communities locally and nationally 10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 12. to think about the lives of people living in other places, and people with different values and customs 13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 16. about enterprise and the skills that make someone 'enterprising' 17. to explore and critique how the media present information

6.   Inclusion and Equal Opportunities

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At Cobham, every single child **counts and to enable all children to 'be the best they can' e**qual opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. Quality first, teaching and learning ensures that the achievements, attitudes and well-being of every single child matters, taking into account their varied life experiences and needs. Every single pupil at Cobham has access to all areas of the curriculum to develop their understanding of the world in which we live.

To ensure every singl**e child within the school can 'be the best they can be' we have rigorous** monitoring and assessment procedures for all disadvantaged groups:

- Girls and boys
- Minority ethnic and faith groups (travellers, asylum seekers and refugees)
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs (SEN)
- Gifted and talented pupils (G+T)
- **Children 'looked after' by the local authority**
- Other children, such as sick children; young carers; those from families under stress;
- Any pupils who are at risk of disaffection and exclusion
- Any pupils who are disadvantaged due to family circumstances

To provide the very best learning journey for all children, disadvantaged or not:
- We promote the participation and success of all children at Cobham and ensure that children who are disadvantaged still have the best possible learning environment and opportunities.
- We identify children who are underachieving and put strategies in place to support these individuals within their learning contexts.
- We actively promote respect and understanding in a diverse society and world.
- We provide appropriate resources and relevant learning activities **to meet pupils' needs.**

7.   Assessment

At Cobham, we believe that the consistent use of assessment for learning strategies **enhances and deepens and widens children's learning. The use of these strategies should**:

1)   Enable children to demonstrate what they know, understand and can do
2)   Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
3)   Give children positive reinforcement that celebrates their achievements
4)   Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
5)   Involve children and teachers in recognising what needs to be done to improve work
6)   Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
7)   Provide information to inform whole school evaluation and strategic planning

Formative assessment involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for **teaching and learning that is well matched to children's needs. This will give individual children the** opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback.

All lessons should contain these AFL elements:-

1) Use assessments from the plenary of the last lesson assessment related to success criteria----are children secure/ require reinforcement? Peer / self assessment

2) Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary

3) Use information from marking -- **responses from children to teacher's comments**

8. Health and Safety

At Cobham, we believe that the safety of our children is paramount. To ensure that children are safe and secure in their learning journeys:

- The school site is secure and locked through a gate system that requires a pass code to access
- All visitors must sign in at the school office and wear identification around the school
- **Activities outside the school are carried out in accordance with the school's Educational Visits** policy, including an initial risk assessment.
- Outside agencies are made aware of the school policy and responsibility for the content of lessons remains with the teacher.
- Teachers deal sensitively with views and feelings expressed by children, taking into account their personal circumstances.
- **We follow the school's Confidentiality Policy.**

9.   The Wider Community

At Cobham, we believe that **to maximise the children's learning within PSHE and Citizenship they need** the opportunity to experience a wide variety of outside agencies within their curriculum. We welcome links with:

- Kent Police

- Fire Service
- Reverend Walker   PCSO Dill
- Health Authority
- Local Police Officers
- Local Government Members
- Local Organisations

Reverend Angela Walker

Cobham Church