



Personal, Social and Health Education and Values

Education Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

Policy Created:	September 2016	
First Presented to Governors for approval:	September 2016	
Proposed Review Cycle/Next Date:	3 Year	Sept 2019
Approved by (Headteacher)	Approved by (Governor)	
Date:	Date:	
Policy Review History		
Date: September 2019	Date:	Date:
Key Changes: <ul style="list-style-type: none"> Date only Further changes to be made in Sept 2020 following new statutory guidance which comes into force 	Key Changes:	Key Changes:
Presented to Governors: Curriculum Committee 30 th October 2019	Presented to Governors:	Presented to Governors:

At Ryelands we believe PSHE/values education is fundamental to the development of the whole child. In our school, we value highly the emotional, spiritual, moral and physical welfare of all our children and staff. PSHE/values education and its links with our other initiatives enable the child's whole wellbeing to be at the forefront of their learning so they can make informed choices for themselves both inside and outside of school.

Links to other initiatives (schemes and programmes)

- Values Education - our whole school educational philosophy that teaches the children about values they can use to guide their behaviour (see appendix Spiritual, Moral, Social and Cultural (SMSC) values ethos)

Links to other initiatives (school)

- School Council – children making a difference to our school, by identifying their individual strengths and choosing to be a representative of pupil voice.
- Merit Awards – a system whereby pupils are rewarded for their positive contributions in class and around school.
- Headteacher awards and special smiles – whereby exceptional behaviour and attitude is recognised on a half termly basis.
- TLCs- Team leader Certificate- a reward given by team leaders to outstanding pupils

Through the initiatives detailed above we aim to empower individuals to be effective learners and good citizens.

Philosophy: Imagine, believe, achieve

In our school community every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.

Aims

We aim to:

- Create a positive atmosphere where everyone feels proud to contribute and work together in making our school a happy and safe place;
- Ensure that every child receives the best possible education by providing broad and balanced teaching and learning opportunities and develop the children as active learners;
- Support individuals in being responsible for their own actions, to learn acceptable behaviour and understand right from wrong;
- Encourage individuals to respect and value other points of view in preparation for living in an ever-changing diverse society;
- Deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;
- Work in partnership with parents and others, to encourage the excitement of continued lifelong learning for all;
- Identify, nurture and celebrate every individual's strengths so that they are confident in building on their achievements and sharing them with others;

- Recognise adults within the school as learners and provide appropriate support to allow them to develop as professionals

In addition we are committed to:

- Promoting equality of opportunity for all;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful racial discrimination or discrimination of any kind.

Identifying the needs of our pupils:

Ryelands Primary and Nursery School consists of children aged between 3 and 11. For most children currently at school their first language is English. The school covers an economically deprived catchment area with social economic index 'E' area, 60% of pupils come from an 'E*' area.

In order to meet the needs of our pupils we;

- Identify all causes for concerns and trends in local data from the Ryelands Health Lancashire School Information Profile (LSIP)
- Identify current national trends and issues in the media i.e. NSPCC campaign
- Identify areas of need from families and parents

How will it be covered?

The knowledge, skills, concepts and attitudes are planned into all areas of the curriculum

PSHE/Values is taught through:

- Assemblies
- Discrete curriculum time, including circle time
- Other subjects/curriculum areas
- Activities and school events such as school visits, visitors in school and school council (see SMSC values ethos appendix)

PSHE/Values is most effective when it uses a wide variety of active learning approaches. Active involvement in the life of the school and wider community should help young people recognise and manage risk and take increasing responsibility for themselves and their choices. A supportive school ethos where there are effective relationships between all members of the school community, where pupils play an active part in decision making and where school policies are compatible with what is taught in PSHE/Values is important in providing an appropriate context for the delivery of PSHE/Values.

Organisation

In order to achieve the above aims, the curriculum is organised to develop qualities, attitudes, skills, knowledge and understanding by following the learning activities set out in the PSHE programme of study and the Values Education, thus building on previous experiences to ensure continuity and progression.

In addition, we consciously promote PSHE/Values through our creative curriculum and through the quality of learning across the curriculum. The majority of PSHE/Values is integrated throughout our curriculum however, some aspects are taught discretely. Aspects of PSHE/Values are promoted within assemblies and throughout the curriculum.

Resources

The school is committed to continue to build up its resources that incorporate a wide variety of learning styles and that present positive images and reflect the values that we wish to promote.

The school resources should;

- Provide breadth and balance
- Be factually accurate and up-to-date
- Free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

The school recognises that an important part of PSHE/Values is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation especially those perpetrated by the media.

Staff

All class teachers deliver the PSHE/Values education within accordance of this policy.

Broad Areas of content

- EYFS- See development matters for the characteristics of learning, Personal, Social and Emotional Development, Communication and Language, Physical Development, Understanding the World and Expressive Arts and Design
- KS1
- KS2

(for KS1 and KS2 content- see Appendix Programme of Study and Appendix SMSC whole school ethos)

Teaching and Learning Styles

We use a range of teaching and learning styles to meet the requirements of the programme of study.

We place an emphasis on active learning by including 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 our school community events, or the involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes and lessons in such a way that pupils are able to participate in discussions to resolve conflict or set agreed rules for behaviour. We offer the children the opportunity to hear speakers, such as health workers, police, firemen and representatives from the local church, who talk about their role in creating a positive and supportive local community.

Teachers will not influence their teaching of PHSE/Values with personal beliefs or attitudes and will handle sensitively and with respect the beliefs, values and backgrounds of the children. Some teachers may need support and training to deliver the programme and this will be provided by the PHSE/Values Co-ordinator.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used in ways mentioned above as well as activities including; circle time, role play and discussions. Pupils will be given the opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

Assessment

Planning and assessment should be carried out in line with the whole school planning and assessment policy. The school's assessment in PSHE/Values aims to:

- Actively involve pupils as partners in the assessment process;
- Involve discussions with pupils about learning objectives and desired outcomes;
- Give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next;
- Be ongoing, diagnostic and inform future learning and teaching;
- Inform parents of children's achievement in PSHE/Values at parents evening and end of year reports.

See also planning and assessment policy.

Reporting

Planning and teaching of PSHE/Values is monitored regularly by both the PSHE/Values coordinators. Training is then identified and provided where necessary. Training will be given for any new initiatives that are introduced. The policy, SMSC ethos and programme of study will be monitored regularly as well as ensuring resources are readily available. Monitoring and reporting is also carried out as follows:

- Learning walks through EYFS, KS1 and KS2
- Monitoring of planning
- Through staff meetings and twilights

Support for Pupils

The school provides access to the following pastoral services with the school including;

- Nurture groups
- Play therapy
- Learning Mentors
- Therapeutic counsellor
- Children's Centre

Parent Involvement

At Ryelands we are well aware that the primary role in children's personal, social and health education lies with parents and carers. We want to build upon the positive and supporting relationship we have with our parents by developing mutual understanding, trust and co-operation. In promoting this we:

- Inform parents about the school's personal, social and health education policy and practice
- Inform parents about each new Values theme and suggest tasks for them to complete as a family (half termly)
- Answer any questions that parents may have about the education of their child
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for personal, social and health education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary

Safeguarding

As there may be sensitive issues raised in PSHE/Values, there may be opportunities for pupils to make unexpected disclosures to staff. All staff are familiar with the safeguarding policy and are aware of who is the designated Child Protection Lead (DSL) and back up DSL. If a disclosure is made or if staff need advice they will consult with the designated leader immediately.

Consultation Policy

The policy was drawn up in consultation with a working party of representatives of the whole school community. Working party members included teaching staff, support staff, parents and children.

Links to other policies

See also:

- Safeguarding policy
- Inclusion policy
- Behaviour policy
- Anti-bullying policy
- Equalities policy
- Healthy Schools
- Planning and assessment policy
- Health and Safety policy
- CPD

To be reviewed by

This policy was reviewed in September 2019, in line with the current guidance. However, the policy will need to be further reviewed in September 2020 as a result of new statutory guidance which comes into force in September 2020.