

Tylorstown Primary School

Policy on PSE

1 Aims and objectives

- 1.1 We believe that education in PSE enables children to become healthier, more independent and more responsible members of society. It prepares our children to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.
- 1.2 Our objectives in the teaching of PSE are for all of our children:
- to develop self-confidence and self-esteem;
 - to know and understand what is meant by a healthy lifestyle;
 - to be aware of safety issues;
 - to understand what makes for good relationships with others;
 - to have respect for others;
 - to be thoughtful and responsible members of their community and their school;
 - to become active members of our democratic society;
 - to make informed choices regarding personal and social issues;
 - to develop good relationships with other members of the community.

2 Teaching and learning style

- 2.1 We use a range of teaching and learning styles to meet the PSE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We are part of the "Saplings" project which is a cluster-based project that promotes ESDGC. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising (such as Children in Need, Comic Relief), the planning of special school events (such as class assemblies and open afternoons, Fairtrade Friday, V.E. Day Celebrations involving the local OAP association, Concerts with The Pendyrus Male Voice Choir, concerts with Tylorstown Valley Lines Brass Band,), or involvement in helping other individuals or groups less fortunate than themselves. We are currently awaiting news from PONT, a local charity organisation, which sets up school links to schools in Mbale, Uganda. We aim to link with a school and to become friends with the children through Emails and letters. We have weekly sessions with Lotan from "Sporting Marvels" and are planning links with his home country Malawi. We are also involved with Tylorstown "Ontrack" who run sessions in school in both Foundation Phase and KS2. These sessions include "PATHS" "TURTLES" and "Social Skills". Year 5 children take part in "Building Safe Relationships", again organised through Ontrack. While Year 6 children take part in "SAFE" organised by the police. Our Community police officer often visits school to work on a variety of initiatives, eg. "Sticks and stones". And Year 6 children also visit "Crucial Crew". We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers (e.g. Julie Davies dental health/ toothbrushing scheme), "Glyn and

Margaret” from Bethany chapel, “An Open Door,” and our local vicar, Father Andrew, all of whom we invite into the school regularly.

3 PSE curriculum planning

3.1 We teach PSE in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSE as a discrete subject. On other occasions, we introduce PSE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks. Each class has the opportunity to discuss problems or issues of concern with their teacher. Teachers use circle time to help children discuss and overcome any fears and worries that they may have. Foundation Phase has their circle time on Thursdays and KS2 have theirs on Wednesdays. These concerns are handled with sensitivity. As part of the “Healthy Schools” scheme, we also undertake whole-school initiatives, which then become embedded into the daily life of the school. We believe that a healthy school is one in which children can thrive not only physically and academically, but also spiritually and emotionally. Our school promotes a healthy lifestyle. We provide a Fruit Tuck Shop daily, which is run by Class 6 children. As a healthy school each child has his/her own water cup in class and is encouraged to drink water throughout the day. Another of our healthy school initiatives provides tooth-brushing facilities for every child. Tooth brushing is part of the daily class routine.

We promote a whole-school approach to the well-being of our children, which involves:

- giving health issues high priority in our planning;
- making sure that we have effective policies on sex education and drugs education;
- planning the curriculum to ensure that the children have sufficient opportunity to learn about healthy living;
- providing opportunities for children to take responsibility for their learning and behaviour;
- making sure that the environment is stimulating and conducive to learning;
- providing opportunities for children to put forward their views and be listened to;
- supporting children who need additional care and attention;
- providing opportunities for all our staff to develop their skills;
- working closely with parents/carers and external agencies to provide the best possible support for our children;

Also, as there is a large overlap between the programme of study for religious education and the aims of PSE, we deliver a considerable amount of the PSE curriculum through our religious education lessons. The school also makes use of the resource “Health for life” units for teaching PSE and citizenship from Foundation Phase through to Year 6. This has been organised on a 4 year rolling programme. Each class has a 4 year programme on which they can base their PSE and citizenship work. The rolling programme aims to ensure that units are not repeated by children in mixed- age classes. However, as the curriculum has changed recently, we are working on a developing our own skills- based scheme of work. This is a work-in-progress, and so staff can utilise the existing scheme of work and make amendments/additions/improvements where necessary. These will be collected and collated to form our new scheme of work.

3.2 We also develop PSE through various activities and whole-school events, e.g. the school council representatives from each class (Year 2-6) meet regularly to discuss school matters. We are also an Eco-School and have an Eco-School council who help embed messages such as recycling, waste efficiency etc. We offer a residential visit to upper Key Stage 2 pupils to various activity centres both here and abroad, where there is a particular

focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Foundation Phase

- 4.1 We ensure we meet the requirements of "The Framework for Children's Learning for 3-7-year-olds in Wales" by putting Personal and Social Development, Well-Being and Cultural Diversity at the heart of the curriculum. It forms an integral part of the topic work. All 3 classes make use of the training received from the Atlantes Educational Services and use these skills ladders to aid them with their planning.

5 Skills

5.1 Developing Thinking

The children engage in a wide range of personal and social issues that require decision-making and action through planning personal responses, developing understanding, and reflecting upon outcomes for themselves and others.

5.2 Developing Communication

The children communicate through researching, listening to others and discussing in small or large groups and sharing information and ideas with peers about a wide variety of personal, social and community issues.

5.3 Developing ICT

The children develop both their purposeful application of ICT skills and their understanding of the benefits and risks of using current and emerging technologies. They gain an understanding of the importance of adopting safe and legal practices, which minimise risks to themselves and others when using digital communications, along with an appreciation of the need to show respect towards others.

5.4 Developing Number

The children gather, select and analyse numerical information to develop evidence to support their understanding of issues.

5.5 Curriculum Cymreig

The children develop an understanding of the nature of communities in Wales and the roles, relationships, conflicts and inequalities that affect the quality of life. The children acquire the skills, values and knowledge that equips them to participate in decision-making within their communities, locally, nationally and globally.

5.6 Developing PSE

The children should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

6 PSE and inclusion

- 6.1 We teach PSE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSE targets.
- 6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7 Assessment

- 7.1 Our teachers assess the children's work in PSE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning outcomes set out in The Framework for Children's Learning for 3-7-year olds in Wales and the objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 7.2 Teachers make observations frequently on The Learning Tree/ Wall. Our teachers assess the achievements of pupils in PSE on a half-termly basis. We report these achievements to parents and carers each year.
- 7.3 KS2 children are encouraged to write their own observations and place these on the Learning Wall. These are then collected and kept in the teacher's file. We encourage our pupils to keep records, in their personal Proud to Present file, of their contribution to the life of the school and the community.
- 7.4 We do not set formal tests in PSE. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

8 Resources

- 8.1 We keep resources for PSHE and citizenship in a central store, i.e. the Photocopying Room. The scheme of work is available for all teachers to extract the relevant units of work required for each year.

9 Monitoring and review

- 9.1 The planning and coordination of the teaching in PSE are the responsibility of the PSE subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSE;
 - gives the headteacher an annual audit in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- 9.2 The quality of teaching and learning in PSE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

Policy on PSHE and Citizenship