

TRANMERE PARK PRIMARY SCHOOL

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PHSE Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Personal, Social, Health Education (PSHE) Policy for Tranmere Park Primary School

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Ethos

Personal, social and health education (PSHE) is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE can help schools to reduce or remove the barriers to education experienced by pupils, significantly improving their capacity to learn and achieve. PSHE makes a significant contribution to pupil's spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to pupils' wellbeing. In addition, the learning provided through this comprehensive PSHE provision is essential to safeguarding pupils as Ofsted has set out.

PSHE equips pupils with the knowledge, skills, understanding and strategies required to live safe, healthy, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE is providing opportunities for pupils to clarify their own values and attitudes and explore the complex and sometimes conflicting, range of values and attitudes they will encounter throughout their lives.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better manage their lives.

What we teach

Tranmere Park is committed to the ongoing development of PSHE. Pupils receive a curriculum in line with national and local guidance and respects and takes account of pupils' prior learning and experiences. Our teaching reflects the needs shared by all children and specific needs of pupils at Tranmere Park Primary School. As part of our teaching we aim to develop our pupils understanding of identity, relationships, including different types, the development of a healthy lifestyle, diversity and equality along with human rights.

Our scheme of work – You, Me, PHSE is taken from the Islington primary scheme of work and is adapted to meet the needs of our children. The scheme is divided in to five main themes:

1. Sex and relationship education (SRE)
2. Drug, alcohol and tobacco education (DATE)
3. Mental health and emotional wellbeing
4. Careers, financial capability & economic wellbeing
5. Identity, society and equality

Lessons are taught on a weekly basis, for up to 30 minutes. Each lesson is divided into sections which enable pupils to use key questions to lead them through specific activities enabling them to explore and discuss their own experiences, whilst comparing these to others. As a result pupils start to become more reflective, make informed choices about the world around them and make choices about their contribution to the wider world. In addition to these lessons school plan themed weeks which are taught through a planned programme of focus weeks, assemblies and visits/visitors. These themes are also complemented by, and contributed to, by the planned RE curriculum (which follows the Leeds Agreed Syllabus) and a range of activities planned to promote SMSC and the promotion of British Values.

How we teach PSHE

At Tranmere Park Primary School we will provide children with a range of experiences and opportunities that can enrich and broaden their learning in PSHE. Much of what we teach will be delivered through class discussion and will include time for personal reflection. Teaching is responsive to class and pupil needs and decisions may be taken to explore one aspect in greater depth, or move on, as dictated by the needs of the cohort. From whole class sessions, the Learning Mentor or teacher may follow up certain themes with individual pupils in more detail dependent on need.

Whole school focus weeks will be adapted to meet the needs of each year group and to ensure coverage of the scheme of work. Some aspects of the programme may need to have parental approval.

Within EYFS, PSHE is taught through the strands of personal, social and emotional development, knowledge of the world, along with language and communication.

How we assess PSHE

Children will be assessed against a set of performance descriptors for PSHE, taken from the Islington primary scheme of work. These set out the knowledge, skills and understanding for PSHE that children of different abilities and age groups are expected to have by the end of each key stage.

Prior to the start of a unit been taught children will complete a pre assessment enabling teachers to reflect on what children already know and plan lessons accordingly. The children will then complete a post assessment at the end of the unit. Staff will annotate plans, use photographic evidence, use observations and use the children's comments to inform their judgement and the progress each pupil has made in each PSHE unit taught. Teachers will then complete the unit assessment form. This document will show how the children have attained in the unit, demonstrating where they are working in regards to the PSHE standards.

EYFS assessments will be made in line with the expectations of the EYFS ELG.

Reports will be given to parents regarding children's progress in PSHE, alongside other curriculum subjects. They will be informed on the report as to whether children are working towards, at, or above, expected year group outcomes.

How we monitor PSHE

PSHE is monitored in-line with the schools long term monitoring plan. There is an ongoing cycle of subject monitoring at Tranmere Park Primary. The Subject Leader will be allocated a block of time during the academic year to monitor the subject across the phases linked to whole school development priorities. This will focus on PSHE specific teaching and learning with reference to how we teach PSHE and may include: classroom observations, talking to children and adults, planning, pre and post assessments, children's work and evidence of first hand experiences. Results of monitoring will inform the Subject Leader's action plan.

Each year, plans are monitored and changed where appropriate. Discussions are held with staff and pupils to inform future planning enabling high quality, responsive PSHE teaching to be delivered. The Subject Leader manages the long term plan for PSHE alongside the curriculum manager.

In addition, the Subject Leader reports to the assessment leader at the end of the academic year referring to data analysis of each classes end of year data.

Resources

At Tranmere Park Primary School we recognise that the style and delivery of PSHE is crucial to the child's enthusiasm and understanding. In order to make PSHE a lively, active subject we use a variety of teaching methods and resources. These include art, music, creative writing, discussion, debate, dance, drama, use of artefacts, photographs, DVDs, visits & visitors, IWB materials, residential trips, assemblies, themed weeks and opportunities for periods of stillness and quiet reflection.

PSHE resources are kept in a labelled cupboard in the music room and the Learning Mentor's office. Teacher resource books are kept in the staff room and children's books on PSHE are kept in the appropriate library. The PSHE coordinator will be responsible for the managing and resourcing of the subject and provide support and assistance to staff where necessary.

Health & Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to PSHE. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy. During their time at TPPS, pupils are taught the importance of safe handling and encouraged to assess and minimise risks with increasing independence.

Inclusion

PSHE teaching at Tranmere Park Primary is free from bias or generalisation in respect of gender, class, race or disability. To ensure all pupils have the opportunity to participate in lessons teachers will ensure content, approach and use of inclusive language reflects the diversity of the classroom community and ensures all pupils feel valued. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.

Safeguarding

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff, visitors and volunteers to share this commitment. Pupils will use golden rules during lessons. The nature of PSHE mean that pupils may disclose personal information and staff will respond to this appropriately. Any information disclosed to staff which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and staff will complete a 'cause for concern' form.

Please refer to the following additional policies to supplement this policy: Single Equality Policy, SEN and Inclusion Policy, RE policy, SRE policy, Collective Worship Policy and the SMSC policy.