

# Hovingham CE VC & St Hilda's (Ampleforth)

## CE VC Primary Schools Federation

### Policy for PSHE

#### 1. Introduction

##### Department for Education (DfE) review of PSHE education

In March 2013, the DfE published its review of PSHE education in which it stated: *PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum.*

As a non-statutory subject, schools have the flexibility to design their own PSHE curriculum to best meet the needs of pupils. The recommendations from the DfE is that they "...expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions". In line with this, during 2016-2017 and beyond, we will be implementing the Primary SUMO4Schools programme for KS1 and KS2 which will become the main focus for our PSHE curriculum. The aim of SUMO ('Stop, Understand, Move On') is to follow on from previous Social and Emotional Aspects of Learning (SEAL) lessons and provide a fresh take on the key aims of PSHE teaching and learning.

A whole school overview will be implemented which incorporates specific SUMO lessons with a new theme for each of the six half terms throughout the year. These will be taught for 3-4 weeks of each half term, after which a focus topic will be taught for the remainder of the half term. These focus topics will include Phunky Foods, Cyber Safety, Anti-Bullying, Drug Education, Sex and Relationship Education and Citizenship. Together, both the SUMO curriculum and focus topics will aim to cover the end of Key Stage statements as set out in the National Curriculum non-statutory programme of study. (See also policies on Drug Education and SRE)

Foundation Stage children follow the PSED (Personal, Social and Emotional Development) learning goals as set out in the Early Years Foundation Stage Profile. There are three key areas which are focused upon: Self-Confidence and Self-Awareness; Managing Feelings and Behaviour and Making Relationships.

#### 2. Aims

The use of this multifaceted approach to PSHE learning will:

- respond to pupils' diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils;
- encourage the setting of suitable learning challenges;
- allow for learning to be enriched through visits from outside agencies and community role models such as police, fire services and football coaches.

The use of SUMO will:

- complement historical SEAL teaching and encourage children to develop skills for life such as dealing with change, building better relationships, developing a resilient attitude to life, maintaining morale and improving motivation.

The use of a focus topic each half-term will:

- ensure children are familiar with all aspects of safety including personal safety, E-safety and understanding risk
- equip children with knowledge to be able to understand, evaluate and apply the most appropriate response to a variety of real world situations.

#### 3. Rationale

Historically, Social and Emotional Aspects of Learning (SEAL) aimed to equip children with skills of self-awareness, managing feelings, motivation, empathy and social skills which could be defined as personal and interpersonal life skills. In the transition towards the SUMO4Schools curriculum we will still aim to equip children with the skills to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;

- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

SEAL resources will continue to be used, including “A Teacher’s Dozen” – a series of assemblies/collective worships. By adopting the SUMO approach to learning, as well as the six additional focus topics each half-term, improvements will be seen in behaviour, learning, social-cohesion and inclusion. The pupils will have greater educational and work success whilst teaching the children how to use thinking skills and feelings together, to guide their behaviour using techniques such as calming-down, problem-solving and conflict management techniques.

#### **4. The Framework for PSHE**

The school’s approach to PSHE will continue to address the non-statutory guidelines and children will work towards being able to achieve each of the following End of Key Stage statements.

##### **By the end of Key Stage 1, the children will:**

- think about themselves, learn from their experiences and recognise what they are good at (self-assessment opportunities)
- learn how to set simple goals (involvement in target setting) recognise choices they can make, and recognise the difference between right and wrong
- agree and follow rules for their group and classroom, and understand how rules help them
- contribute to the life of the class and school
- realise that money comes from different sources and can be used for different purposes
- understand rules for, and ways of, keeping safe, including basic road safety, and about people who can keep them safe
- recognise how their behaviour affects other people (circle time)
- recognise that family and friends should care for each other (circle time)
- know that there are different types of teasing and bullying, that bullying is wrong and how to get help with bullying (circle time)
- take part in a debate about topical issues (circle time)

##### **By the end of Key Stage 2, the children will;**

- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (self-assessment and target setting)
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- learn to research, discuss and debate topical issues, problems and events
- recognise that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- understand how to resolve differences by looking at alternatives, making decisions and explaining choices
- explore how the media present information
- recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- learn that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. understand school rules about health and safety, basic emergency aid procedures and where to get help
- know that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view
- become aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- understand where individuals, families and groups can get help and support

As stated previously, this will be achieved through a multi-faceted PSHE curriculum:

1. SEAL assemblies
2. SUMO Curriculum
3. Half-termly Focus Topic

## **SUMO Curriculum:**

SUMO, which means 'I choose' in Latin, is a programme designed to empower children and teachers in an innovative and accessible way. The curriculum is split into 6 themes, with a new theme assigned to each academic half-term. It is taught in 3-4 inclusive lessons each half-term:

- Change Your T-shirt: encourages children to take responsibility for their own life and the choices they make
- Remember the Beach-ball: explore why other people's perspectives may be valid even though they are different from our own. It encourages us to seek to understand other people's world view.
- Hippo Time is OK: strategies for encountering and overcoming problems and setbacks whilst recognising that we all need to 'wallow' a little... we just need to be careful how long it lasts.
- Learn Latin: Carpe Diem - seize the day encourages children to act upon their beliefs and rise to the challenges that face them
- Ditch Doris Day: challenges children to set goals. It encourages them to create their own future rather than leave it to chance
- Develop Fruity Thinking: explores how the way our thinking affects our potential to achieve. Negative thinking invariably leads to negative results while positive thinking will lead to positive outcomes.

## **Half-termly Focus Topic:**

The remaining 3-4 weeks of each half-term will be dedicated to a new focus topic to enrich the learning of every child in school. These focus topics will cover compulsory teaching set out for schools but also additional non-statutory schemes of work. They will include:

- Cyber Safety: designed in collaboration with the ICT co-ordinator and to cover safety when using online resources, social media and how to safeguard and protect ourselves.
- Anti-Bullying: This will be delivered to coincide with National Anti-Bullying week in November and to cover cyber-bullying, racism and homophobic bullying as well as additional workshops with the school's Emotional Well Being Leader.
- Phunky Foods: An independent six-year curriculum to teach healthy eating messages through art, drama, music, play and hands on experience with food. Pupils will experience the teaching of Phunky Foods in these stand-alone set lessons but embedding it through cross-curricular opportunities in Science, Literacy and the Prospectus curriculum.
- Drug Education: Following North Yorks guidance to teach children safety around substances, appropriate use of medicines, alcohol, dangers and effects of smoking, household products/volatile substances, different drugs and their risks and effects, coping skills and ways of saying no.
- Citizenship: The school will also incorporate the non-statutory QCA scheme for citizenship. The scheme of work consists of exemplar teaching units that can be combined in different ways to address the citizenship aspects of the PSHE and citizenship framework for Key Stages 1 and 2.
- Sex and Relationship Education: Lessons that are age-appropriate to tackle personal relationships, hygiene, keeping clean, looking after our teeth, personal health, how our bodies change, puberty and conception.

The new PSHE framework which will be fully implemented in September 2014.

## **5. Recording of Activities**

Children in Key

Stage 1 and 2 will record their work in their PSHE books. Evidence of their work may include the use of writing, photographs, video recordings etc. Children will annotate in their books when sessions have been practical or speaking and listening based. Evidence of PSED in the Early Years Foundation Stage will tend to be observation notes, iPad videos or photograph on 2Build a Profile.

## **6. Celebrating Achievements**

Each half term

will begin with an assembly on the specific SUMO theme to be led by the PSHE Co-ordinator or Emotional Well Being Leader. The end of each theme will also be celebrated through an assembly whereby each class will be expected to share the work they have covered with the other classes and what they have learnt to raise the importance of promoting positive behaviour, raising self-esteem and addressing the children's emotional well-being.

## **7. Assessing Pupils' Progress**

At the end

of the Summer Term, staff will assess the children's progress against the end of year attainment statements for Citizenship. To gain insight into what the children from Year 1 – 6 are learning, a 'working wall' is currently in place to allow children to share what they have learnt in their PSHE lessons. Furthermore, class teachers are expected to use

a variety of baseline assessments throughout the year to assess children's prior knowledge and understanding of themes/topics. Planning should then be amended accordingly.

## **8. Monitoring and Review**

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.