



# ASHBROOK SCHOOL



**"Everyone matters; everyone is important"**

**PERSONAL, SOCIAL, HEALTH &  
ECONOMIC EDUCATION (PSHE) POLICY**

Updated Summer 2010



## ASHBROOK SCHOOL

### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

#### SCHOOL AIM:

**"Everyone matters; everyone is important."**

**CO-ORDINATOR: Mrs Christine Ryan    LINK GOVERNOR: Mr Adrian Boynton**

#### SUMMARY:

PSHE is fundamental and at the heart of the aims of Ashbrook School. Its purpose is to promote the spiritual, moral, cultural, mental and physical development of the pupils at school, and within society, preparing them to become responsible active and social citizens. It makes a major contribution to the Every Child Matters (ECM) five outcomes for children and contributes to a school's statutory responsibility to promote well being in children as set out in The Children Act 2004 and the Education and Inspections Act 2006.

The ethos of our school is to prepare children for the future by encouraging them to become responsible citizens within the wider community. It fosters caring attitudes and the ability to be able to distinguish between right and wrong and make informed choices and decisions.

Personal, Social and Health Education includes Sex and Relationship Education (SRE) and Drug Education (including alcohol, tobacco and volatile substance abuse)

- PSHE contributes significantly to all five national outcomes for children and young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing
- PSHE provides children and young people with the knowledge, understanding, skills and attitudes to make informed decisions about their lives. The PSHE programme at Ashbrook School underpins this ethos and includes
  - drugs education (DE) (Appendix ii)
  - sex and relationship education (SRE)
  - emotional health and well being (EHWB)
  - economic well being and financial capability (EWB/FC)

#### AIM:

In light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.



## LEARNING INTENTIONS

We continually aim to be a school which actively promotes self-esteem and self-confidence; to be a place where children want to be and achieve; where children feel confident about learning and feel valued as individuals.

- To provide an emotionally safe and positive environment which is consistent
- To ensure each child's spiritual, moral and cultural development
- To ensure the delivery of PSHE through a programme of cross-curricular threads, which is developmental throughout the school.
- To ensure systematic acquisition of knowledge, skills and attitudes which contribute to physical, mental and social well-being
- To promote attitudes and behaviours which contribute to personal, family and community health and well-being
- To provide accurate and factual material appropriate to the age and stage of the child's development in such a way that attitudes, feelings and dispositions are built upon appropriately
- To help children get to know themselves better and to think positively about themselves and to reach their full rounded potential
- To be able to work collaboratively and positively with others and have the appropriate attitudes to be a constructive group member
- To provide a school climate which enables children to express their emotions and feelings in an appropriate manner

## ORGANISATION:

PSHE is at the centre of learning and teaching at Ashbrook School. It underpins the philosophy and practice in the school community. It is also central to much of the work undertaken in assemblies ie: developing self-worth, awareness of others, behaviour and national and school celebrations.

The PSHE curriculum is covered both as a direct and indirect subject. The curriculum is planned from and through the QCA, PSHE National Curriculum and the Early Years Foundation Stage Guidance for Personal, Social and Emotional Development and Physical Development. It also takes into consideration the Every Child Matters White Paper, the SEAL Guidance (Social, Emotional Attitudes to Learning), the Healthy Schools Guidance, the School's Travel Plan and the needs of the children in our care.



At Ashbrook we have a whole school approach to PSHE which takes into consideration the progression of knowledge, skills, values and attitudes. The curriculum map indicates the themes to be covered in half terms by each age phase. This is then supported by a timetable of creative days and weeks, Funtime Fridays and special events which further develop opportunities for the delivery of the PSHE curriculum. Appendix 2 indicates the PSHE curriculum map for PSHE. It is delivered using a variety of appropriate learning and teaching strategies including: circle time, drama and role play, use of appropriate artefacts and experiences, visitors and visits.

PSHE is also fundamental to the ethos and discrete curriculum at Ashbrook School, where such skills are developed naturally in the stimulating, supportive, caring and community ethos that the school continually strives to maintain. Each class is named after an animal group, eg: the 'tigers', which the children are members of and help to create the rules, responsibilities, ethos and sayings for their animal group. This enables children to be active in their own development of the skills, attitudes and knowledge of PSHE, vital if we are going to enable all children to grow into active and responsible citizens of the future.

At Ashbrook School we believe that personal and emotional well-being for all children is vital. In the summer of 2005 a room was created to support the use of Kaleidoscope as a vehicle for developing children's personal and emotional development. The room is purposefully set up to lights, colour, comfort, smell and sound to create a supportive non-threatening environment, where children can explore emotions, relax, untangle their thoughts, discuss and develop positive behaviours and strategies and be themselves. The Kaleidoscope room is used with individuals, small groups and classes and effectively underpins and supports the PSHE delivery at Ashbrook.

### **HEALTH EDUCATION:**

Health Education is interlinked with PSHE and pastoral curriculum. It is characterised by a broad concept of health, involving physical, social and mental aspects, and a broader conception of behaviour involving knowledge, but also attitudes, social factors and skills. The promotion of healthy lifestyles at Ashbrook School prepares pupils for the responsibilities, opportunities and experiences of adult life. Ashbrook achieved Healthy Schools Status in 2006 and a Healthy School committed to healthy living and learning in 2009.

### **DIFFERENTIATION (see also Special Needs Policy)**

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

We understand that children have different levels of need and try to support these in the learning and teaching we offer. Questions raised by the children are dealt with using appropriate language and explanations to support their understanding.



## EQUAL OPPORTUNITIES/SPECIAL NEEDS

All pupils will have access to PSHE on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum will be provided in order for each child to achieve their potential as far as their capability allows.

## ASSESSMENT, RECORDING AND REPORTING

Assessment is fundamental to the implementation of the PSHE Curriculum and regular teacher assessments help to determine the child's level of performance in PSHE, which in turn supports the planning of learning opportunities which enable each child to make progress. These assessments can be recorded in the formative record file. The Kaleidoscope approach is also used to build confidence and self esteem through colour, light and sound.

Much assessment will take place informally in the classroom and may involve discussion between the teacher and the child will take place in order that targets can be negotiated as appropriate.

At the end of each year children's progress is recorded using the Foundation Stage Profile (FSP) in Early Years and in Key Stage 1 in their Record of Achievement, which is sent home to parents and a copy is kept in the child's file. Within our planning folders there will be a record of learning objectives covered by the children during the year.

## OPERACY

Ashbrook uses, and teaches children the Edward de Bono thinking hats to support the delivery and discussions in the area of PSHE.

We believe that thinking is an important life skill which, like literacy and numeracy, has to be learned and practised to be effective

We use 'thinking tools' to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which not have been considered previously.

Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

## CROSS CURRICULAR LINKS

PSHE is integral to all areas of the curriculum and supports the philosophy of education held at Ashbrook School. Staff training and development of practice in the work of Trevor Hawes and Guy Claxton has highlighted the importance of being ready,



emotionally intelligent, willing, and healthy to learn has on the achievements and aspirations of children in their lifelong learning journey.

## **EARLY YEARS**

Early Years is used to describe children in the academic year of their 5<sup>th</sup> birthday at Ashbrook School. The learning and Teaching is supported through the Early Years Foundation Stage (EYFS) May 2008 : setting the standards for Learning and Development and Care for children from birth to five. Personal, Social and Emotional Development (PSED) is one of the six areas of learning and development in the EYFS. Each area of the curriculum is supported through positive relationships, enabling environments and learning and development.

The curriculum is planned for through topics, and a high emphasis is placed on learning through play, first-hand experiences and developing learning skills and attitudes.

## **CONFIDENTIALITY**

Guidance and procedures are contained in the Child Protection Policy. All members of staff in the school community understand how to deal with these matters sensitively, and the procedures to follow. Janet Newman is the Child Protection member of staff.

## **PARENT AND PUPIL CONSULTATION**

Parents receive information on the areas to be covered in each age group half termly. The views of parents are sought through their representatives on the governing body, parental questionnaires and the school's open door policy and access to policies. Pupils are fully involved in formulating class rules, playground rules and their views about their school are sought annually in the children's questionnaire, which then impacts on the School Improvement Plan.

## **STAFFING AND RESOURCES**

Class teachers are responsible for delivering the PSHE Curriculum within their class. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. A variety of resources are available to support and enhance the learning and teaching of PSHE/Citizenship at Ashbrook School. Resources are located in the Teacher's resource area, the Kaleidoscope Room, the Library, the Resources Room and in each shared area. Opportunities and contacts with outside agencies are available from the PSHE Co-ordinator. There is a health information point for parents and pupils in the front entrance.

(Role of the PSHE Co-ordinator - Appendix 1.)



## **MONITORING AND EVALUATION**

The Curriculum Manager, the PSHE Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and schemes of work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the PSHE Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

### **MANAGEMENT OF PSHE RELATED INCIDENTS:**

At Ashbrook School, any evidence of suspected health or safety issues should be handled sensitively by the class teacher, and relevant information reported to the Headteacher, or in her absence, another member of the Senior Management Team. The Headteacher will take the appropriate action and inform any outside agencies where deemed necessary. Child Protection procedures may be instigated.

### **DATE WRITTEN**

This policy was rewritten in Summer Term 2010 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.



## Appendix 1

### ROLE OF THE PSHE CURRICULUM CO-ORDINATOR

To be responsible to the Headteacher, in liaison with the Curriculum Manager, for the co-ordination of the work in the specified curriculum area by undertaking the following:

- 1 Act as consultant in the specified curriculum area with other members of staff.
  - 1.1 Foster the necessary integration of curriculum planning and delivery throughout the school in consultation with colleagues
  - 1.2 Advise and support colleagues in aspects of their work:
    - individual children's needs
    - teaching/learning strategies - in conjunction with the Special Needs Co-ordinator, if appropriate
    - classroom management
    - planning, assessment and record keeping
    - use of resources
    - through planning support and observation
  - 1.3 Identify and advise on current and future needs and contribute to whole school planning and lead staff training for National Numeracy Strategy.
  - 1.4 Organise and purchase relevant teaching resources from within annual budget.
  - 1.5 Convene and chair relevant staff meetings in liaison with the Headteacher/Curriculum Manager by:
    - drawing up an agenda/timetable
    - preparing background/discussion papers
    - organising necessary equipment and material
    - organising guest speakers/advisors' input
    - noting decisions made/actions to be taken
    - ensuring appropriate follow up



- 1.6 Refer colleagues, where necessary to external agencies for advice/support eg: Resource Centres, Library, Museums
  - 1.7 Inform newly qualified teachers, new members of staff and supply teachers about arrangements for the curriculum area
  - 1.8 Organise workshops for parents, as appropriate.
- 2 Take major responsibility for the development of the curriculum area.
- 2.1 Keep abreast of current thinking by attending relevant courses/meetings, reading and research and share significant developments with other colleagues.
  - 2.2 Draw up and develop policy statements, guidelines and schemes of work as appropriate in consultation with the Headteacher and Curriculum Manager by:
    - preparing draft/discussion papers
    - chairing staff meetings
    - organising working groups, where appropriate
    - researching material and gathering information
    - attending INSET
    - feeding back progress to colleagues/governors
  - 2.3 Organise, manage and maintain resources in consultation with other colleagues.
  - 2.4 Monitor the effectiveness of work in order to improve the quality and continuity of work throughout the school.
  - 2.5 Liaise with colleagues with like responsibilities in the liaison group, and participate in national and local initiatives as and when appropriate.
- 3 Make a significant contribution to relevant school based in-service training, in liaison with the INSET co-ordinator and Curriculum Manager.
- 3.1 Identify needs/intended outcomes
  - 3.2 Plan appropriate programme, involving advisory service and outside agencies as and when appropriate.
  - 3.3 Take responsibility for the overall organisation of the initiative.
  - 3.4 Devise means of effectively evaluating the outcomes.
  - 3.5 Formulate plan for further action, as appropriate.

This job description may be amended at any time after discussion with the relevant member of staff and the Headteacher.



## **Drugs Education**

## **Appendix ii**

"The school condones neither the misuse of drugs and alcohol by members of the school nor the illegal supply of these substances."

The school is committed to the health and safety of its members and will take appropriate action to safeguard their well-being.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to encourage children in need of support to come forward.

Whilst we acknowledge that the numbers of young people who use and misuse substances is rising, it is important to recognize the larger numbers who do not misuse substances over a long period.

### **Aims:**

- to enable pupils to make healthy informed choices by increasing knowledge, challenging attitudes and developing and practicing skills
- to provide accurate information about substances
- to increase understanding about the implications and possible consequences of use and misuse
- to encourage understanding for those experiencing or likely to experience substance misuse
- to widen understanding about related health and social issues
- to seek to minimize the risks that users and potential users face
- to enable young people to identify sources of appropriate personal support

### **Content:**

The drugs education curriculum followed at Ashbrook School is in line with the guidance set out in the DFE Circular 4/95 "Drug Prevention and Schools" and the DFE Booklet



"Drug Education: Curriculum Guidance for Schools". The PSHE scheme of work will give details of the curriculum content which is based, for drugs component, on pages 8 and 9 of "Drug Education: Curriculum Guidance for Schools".

The school is evolving its own scheme of work to include the following components:

- medicines
- smoking
- alcohol

#### **Management of Drug Related Incidents:**

At Ashbrook School, any drug related incident should be reported to the Headteacher, or in her absence, another member of the senior management team, who will take the appropriate action and inform any outside agencies where deemed necessary (Social Services, Police, Parents).

There is no right of parental withdrawal from drugs education.



**PERSONAL, SOCIAL AND HEALTH EDUCATION RESOURCES**

**Books**

Health for Life 1 and 2

Time to Talk (Age 4/5) Book 1

Time to Talk (Age 5/6) Book 2

[Kaleidoscope file](#)

[SEAL resource box](#)

**Files**

Road Safety

Relationships - Protective Behaviour

Water Safety

Healthy Living

Fire

Drugs

World of Drugs - large file

[Positive play](#)

[National Healthy Schools Programme](#)

**Visitors**

Police

Firemen

Nurses

Dental Health

Senior Citizens

[Road Safety](#)

