



## PSHE Policy

### Rationale

Personal, social, health and economic education encompasses many areas, in the realms of the physical, spiritual, mental, emotional and moral. It draws on experiences gained from all areas of the curriculum and forms a vital part of the children's learning within the academy. PSHE is an integral part of the academy's curriculum, as relationships are built when individuals feel valued and respected. Every child should have the opportunity, whilst in our care, to develop to their full potential as individuals, as class members and later as respectable citizens within the community. We need to prepare children to cope with the physical and emotional challenges of growing up and encourage them to develop a considerate and caring attitude to each other and to society.

### Aims

The Oak Tree Academy aims to: -

- Enable pupils to develop self confidence and enhanced self esteem.
- Help pupils to become responsible citizens.
- Help the children to become increasingly responsible for their own learning.
- Encourage children to respect one another, their feelings and possessions.
- Encourage children to respect the differences and diversities in people.
- Create an ethos in which the children will learn to tolerate and respect people from different races, cultures and religions, including children from ethnic minorities and children with EAL within our school.
- Help pupils to deal with social and moral issues.
- Encourage links with the community and its main social institutions.
- Teach children how to enjoy a healthier and safer lifestyle.
- Encourage pupils to think about social and moral dilemmas that they may come across in everyday life, e.g. aggressive behaviour, questions of fairness, of right and wrong and simple environmental issues.
- Encourage children to make real choices e.g. between healthy options in school meals, what to watch on television, what time to go to bed, what games to play or how to spend their pocket money sensibly.
- Teach children what kind of physical contact is acceptable or unacceptable.
- Inform children that they have a right to resist pressure to behave in an unacceptable and risky way and that they should know how to ask for help and use basic techniques for resisting pressure to do wrong.

### The role of the PSHE Subject Leader: -

- To monitor and evaluate the activities and awards used for promoting PSHE.
- To provide a framework of teaching for PSHE throughout the academy.
- To support colleagues in the teaching and implementation of PSHE
- To be responsible for the purchase and organisation of resources.
- To learn about any new developments and inform colleagues.

## **Implementation and Teaching: -**

### **Children will be taught:**

- To develop friendships with their peers.
- To develop good relationships with adults and with each other.
- Classroom rules and behaviour.
- Good social interaction skills at playtimes and lunchtimes and how to cope with issues which may arise, including bullying, and that they have a right to safe and happy playtimes.
- The importance of personal health and cleanliness, of themselves and of the environment. Part of this is taught through the curriculum in science and technology.
- Safety in the home. Year 2 block part of their Science to promote health and safety. They cover the dangers of drugs and medicines and help them to consider rules about safety.
- Health and safety and where to get help in school if they are hurt or become ill.
- About how children grow and change from entering the Foundation Stage Unit to when they leave in year 6. This is covered in the scheme of work for 'Sex and Relationship Education' – Lucinda and Godfrey.
- About healthy eating and exercise, within the framework of the Science scheme, in both key stages 1 and 2.
- Sex education and the body changes which occur at puberty. This is taught at the upper end of Key Stage 2 with the support of outside agencies.
- About fighting against racism in upper Key Stage 2 by using outside agencies (Show Racism the Red Card).
- About being a good citizen. Nominated children in Years 4, 5 and 6 are part of the Junior Neighbourhood Watch scheme. They join for monthly meetings to participate in activities to promote health and safety and good citizenship skills.
- About the dangers of smoking, alcohol, using solvents and drug abuse. In Key Stage 2, these issues are discussed in 'Circle Time' with lesson plans from the Drugs Team in Stockton being used.
- Road safety and sensible road use. This includes Pedestrian Training for Y3 pupils and Cycling Proficiency (Level 1 and 2) for Y5 and Y6 pupils.
- About the need for a good education to enable them to leave school with qualifications that will lead to employment – Children in Year 6 take part in a Career's Convention where people from four different professions e.g. a money adviser and company manager, are invited into schools to talk about their roles and qualifications they needed to get their jobs.
- To have a sense of responsibility for their own and other people's belongings.
- To be responsible. Children can take on the role of monitors in classrooms and in both Key Stages, may have the opportunity to be elected as school councillors or Junior Neighbourhood Watch representatives, who are encouraged to develop their roles of responsibility within the school and represent the views of the children.
- Regular circle time recognises a child's need for self-esteem and sense of worth.

### **Circle Time/ PSHE Lessons: -**

Most year groups within the school have a structured 'Circle Time' once a week, for a twenty to thirty minute period, where they follow The Oak Tree Academy scheme of work for PSHE. This incorporates the SEAL resource as well as Drug Education and SRE. During this time the children are generally seated quite informally in a circle, with their teacher, either on the carpet, or seated on chairs. Each child is encouraged, but never forced, to participate in the discussions and activities which take place. It is a time of sharing together, of caring and of building relationships and the children's self-esteem. The emphasis is always of a positive nature in an atmosphere of calm. Sometimes, where appropriate, blocked sessions of circle time may take place, rather than having weekly sessions. Other elements of PSHE may be covered during 'creative curricular' topic work, usually planned to cover a theme.

### **Resources**

PSHE and SEAL planning and resources are held in a central location (staff room). Individual year groups and teachers have topic specific resources in their classrooms.

### **Assessment**

Teachers assess the children's work in PSHE by making informal judgements as they observe them in lessons. Any comments are recorded for future planning. Children are also assessed during the review part of the SEAL units. Comments relating to PSHE are included in the General Comments section of the Annual Report to parents and pupils are encouraged to keep a record of their contribution to the life of the school and community in their Celebration Files.

### **Assemblies**

At the beginning of each half term, as part of the implementation of SEAL, individual classes or teams will hold a SEAL assembly to introduce the upcoming topic. Any issues that concern the children that may come up in an assembly or during any other time may be noted by teachers and school councillors and reported back at the next school council meeting where appropriate.

### **Foundation Stage**

The Foundation Stage is included in the whole school PSHE plan. The PSHE aspects of the children's work are related to the objectives set out in the Early Years Foundation Stage curriculum.

### **Equal Opportunities/Special Needs.**

All children at The Oak Tree Academy are given the same opportunities to develop their personal and social skills. Children with special needs, at both ends of the spectrum, are helped and encouraged to develop to their full potential. Children identified with special educational needs may be set targets, as appropriate, specifically relating to PSHE.

### **Child Protection**

As part of its responsibility for pastoral care, The Oak Tree Academy has an open and accepting attitude and hopes that parents and children feel free to discuss any concerns and worries with staff and see school as a safe place for all children. Children's worries and fears are always taken seriously.

### **Internet Access.**

The Oak Tree Academy has an internet policy and operates within the guidelines laid down by Stockton Borough Council for the protection of all our children.

### **Positive Rewards.**

As part of our school's aim to enhance self-esteem, develop self discipline and promote positive relationships, a variety of reward systems are built into our school's structure. These include:-

- Stickers.
- Team Points at KS1 and KS2.
- KS2 Class of the Week award – children are able to earn stars for their class by following rules, earning team points.
- Eco-Awards at KS1 and KS2 (signalled by a certificate or Eco-Teddy called Eco-Ellie).
- Weekly attendance awards:
  - During Friday's assembly each week, classes who have achieved 96% or over attendance receive £1 of virtual money for their class's piggy bank. Classes with the best attendance in their team will receive £5 of virtual money and classes with 100% attendance will receive £10 of virtual money. Classes can decide collectively where or what to spend their money on at the end of the academic year;

– Children collect weekly stickers if they have a 100% attendance for that week. They can cash in their stickers for a small prize each week or they can save them over a number of weeks and cash them in for a better prize;

– The Oak Tree weekly draw randomly selects one class and then one child from that class. If that child has 100% attendance, has been Good to be Green all week and is in full school uniform then that child will receive 50p of real money. If they don't meet the criteria then the money will rollover to the following week.

- Golden time, given as a reward for following the 'Golden rules', which are displayed in each classroom.
- Smartie Pants award for achievements in mental maths.
- Dinner Time awards.
- Merit certificates.
- Swimming certificates.
- Citizenship award (nominated year 6 children).
- Awards given by individual class teachers.
- Verbal praise and encouragement, given on a daily basis.

Every child has a Celebration File, in which awards are placed and this file stays with them throughout their time in school.

### **Cross Curricular / Parental Involvement**

The teaching of PSHE within the academy is cross curricular: staff will fit PSHE/Circle Time in when and wherever it is appropriate within lessons. The academy seeks to encourage the involvement of parents in their children's education. This is through regular parental consultation evenings, creative weeks, book weeks, school fairs and sales, informal meetings and our school's welcoming 'open door policy'.

**Policy revised by Victoria Walker – Subject Leader for PSHE, February 2014**  
**Review Date: November 2016**