

**Queen's Park C.E/URC  
Primary School**



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**PHSE Policy  
Written October 2018  
Reviewed May 2021**

### **Our Queen's Park Mission**

Our mission at Queen's Park, is to provide an inclusive, nurturing, safe and enjoyable environment for every child. We strive to develop our children emotionally, morally and culturally to ensure they develop a strong sense of responsibility to others and the world around them. We believe through the delivery of PSHE, we can achieve our mission. It enables us to equip our children to become independent and responsible members of society.

### **Emotional Wellbeing:**

At Queen's Park, we believe emotional wellbeing is fundamental and we place great importance to the teaching of mindfulness. This is to ensure our children are resilient and pro-active learners. We are inclusive to all and feel it is important for our children to be healthy in both mind and body. We actively support and discuss mental health in a positive way, as part of encouraging a healthy lifestyle. We follow a Peer Massage Programme in school. This is an inclusive programme of positive touch activities. We timetable this into our busy day to actively encourage mindfulness to support emotional wellbeing.

It has a range benefits:

- Children become calmer and have improved concentration.
- Increase of emotional wellbeing
- Increase of self-esteem
- It teaches children to respect others and encourages social inclusion.
- It allows children to feel empowered as children can refuse a massage if they do not want one.
- It protects children as it teaches them about safe and appropriate touch

### **British Values:**

Through the teaching of PSHE and British Values we help to develop children's identity and sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council and eco 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.

Our objectives in the teaching of PSHE:

- to know and understand what is meant by a healthy lifestyle;
- to develop strategies to support positive mental health
- to teach children how to be safe online
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to develop personal well-being
- 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 develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

Together we believe, achieve and enjoy.

### **Teaching and learning style**

We use a range of teaching and learning styles to help ensure all children are fully equipped for life both in and outside of school. Care, compassion and Christian values underpin everything that we do daily at Queen's Park. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or aspiration days), or involvement in helping other individuals or groups less fortunate than themselves. 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, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **Queen's Park Living Values:**

Queen's Park Living Values awards have been active in school since 2017. The awards reward children for demonstrating our schools' Christian values ( love, honesty, respect, forgiveness, trust, hope). Each classroom has a display dedicated to the value of the term and children know what value is being awarded each term. We encourage democracy as children nominate their classmates, encouraging pupil voice.

### **PSHE and citizenship curriculum planning**

We teach PSHE in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education or sex education we teach PSHE as a discrete subject. ( See SRE policy)

On other occasions, we introduce PSHE 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 and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons. We also develop PSHE through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters.

### **The Early Years Foundation Stage**

We teach PSHE and citizenship in reception classes as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world.

### **PSHE and citizenship and ICT**

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Each year we hold an 'Internet Safety' week. Children learn how to look after themselves online, learn about their 'online footprint' and learn all about reporting Cyber bullying. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. PSHE and citizenship and inclusion.

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. The School Special Educational Need Co-ordinator works alongside teaching staff to help provide support for children who are working on Individual Provision Plans. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IPP books, some of which targets may be directly related to PSHE and citizenship targets.

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. Gifted and talented children in KS2 work collaboratively with KS1 children to support, nurture and help the younger children in our school.

### **PSHE and pupil welfare and wellbeing**

At Queen's Park we offer a nurture facility in which class teachers can apply for children with particular needs. These needs can be met safely and securely within a nurture facility. The member of staff responsible completes a 'Boxall Profile' to assess the children's emotional, social and personal wellbeing. This is then completed after the nurture session has been completed to measure the impact. We have a councillor who comes into school and works with children who may need additional support in relation to their personal, social and emotional welfare.

At Queen's Park we are committed to ensuring that children are happy at playtimes. We have Peer Listeners/Anti-bullying Team who work on the playground. These children receive training from our Pastoral Manager to help solve friendship fall outs and minor disputes. They are also there for children who need somebody to play with. They are trained to look for signs for Bullying and to look out for children who appear to be upset.

### **Assessment for learning**

Our teachers assess the children's work in PSHE and citizenship 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 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 year group.

Our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community. Our children reflect and look back at all their achievements. We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense. We believe if children are healthy, happy and feel safe they will achieve their potential. Each class has the resources required to teach the appropriate lesson and we have additional resources in the library. The PSHE subject leader holds a selection of reference materials for teaching sensitive issues. Outside agencies also are used to teach specific aspects eg. Mental health issues and drugs and tobacco.

### **Monitoring and review**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE 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 PSHE.

Having faith in God, ourselves and each other as we strive to reach our potential

- gives the head teacher an annual summary report in which evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

This policy will be reviewed at least every three years.

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