

# Rooks Nest Academy

## PHSE Policy



### Respect, Believe, Achieve .

#### 1 Aims and objectives

- 1.1 At Rooks Nest Academy we believe that education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach them how society is organised and governed. We ensure that the children experience pupil voice and democracy through participation in the School Council and consultation on issues affecting their role within the academy. We teach children about their rights and about their responsibilities so they learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.
- 1.2 Our objectives in the teaching of PSHE are underpinned by the Academy ethos of **Respect, Believe, Achieve:**
- to know and understand what is meant by a healthy lifestyle;
  - to be aware of safety issues;
  - to be a good citizen
  - to understand what makes for good relationships with others;
  - 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.
  - to be aware of and understand the importance of British Values.

#### 2 Teaching and learning style

- 2.1 We use a range of teaching and learning styles to meet the PSHE requirements of government legislation on the teaching of Personal, social, health and economic education. 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 both in the local and wider community including their involvement in helping other

individuals or groups less fortunate than themselves. Delivery is through Quality First Teaching with additional support and guidance by the learning Mentor.

PSHE cannot always be confined to specific timetabled time but is delivered through a variety of methods to enhance the topic. Within a whole school approach this includes:

- Quality first teaching using the 'One Choice' PSHE scheme of work.
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers
- Forest Schools

**In addition to this each class has nominated a charitable organisation or volunteer group to support – including The Woodland Trust, Shelter, Guide Dogs for the blind and the RSPCB. Children will raising funds and taking part in community projects concerning their charity.**

### **3 PSHE Curriculum Planning**

- 3.1 We provide a responsive delivery of the curriculum which is responsive to the individual cohort needs and this can involve the teaching of discrete lessons. On occasions, we introduce PSHE and Citizenship topics through teaching in other subjects. We acknowledge that can be an overlap between the programme of study for Science and Religious Education enabling us to use a creative approach to teaching the curriculum.
- 3.2 We also promote PSHE through various activities and whole-school events, e.g. the School Council representatives from Key Stage 2 meet regularly to discuss school matters and feed back to the Foundation Stage and Key Stage 1. We offer a residential visit in Key Stage 2 to Robinwood for Year 6 and Robin Hood's Bay for Year 4, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.
- 3.3 We use a variety of resources and schemes of work including within class and to support those with additional needs in small focussed intervention groups. We also use the Risk and Resilience framework, in particular, with Upper Key Stage 2. The Learning Mentor uses Thrive intervention methods with individual groups and pupils as deemed appropriate.

### **4 The Foundation Stage**

- 4.1 We teach PSHE in Foundation Stage as an integral part of our topic work. PSHE and citizenship aspects of the children's work are linked to the objectives set out in the personal, emotional and social development section of the Foundation Stage Curriculum.

### **5 PSHE and ICT**

- 5.1 ICT makes a contribution to the teaching of PSHE 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. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT. E-safety is positively promoted throughout the Academy.

### **6 PSHE and Citizenship and Inclusion**

- 6.1 We teach PSHE to all children, regardless of their ability. We provide learning opportunities matched to the individual needs of children with learning difficulties. We use Class Targets and Individual Targets as a way of improving self esteem and cooperation between children.

- 6.2 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.
- 6.3 Vulnerable children are given access to the PHSE curriculum through work in lessons. The Learning Mentor supports pupils to access a range of interventions supporting their social and emotional well-being on an individual or small group basis.
- 6.4 The Mental Health of children & their parents was, and continues to be a focus in the Academy. This year the Academy Action Plan recognises the growing importance of staff welfare and mental health.

## **7 Assessment for learning**

- 7.1 Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 7.2 We acknowledge the achievements of our pupils from within the Academy and external activities in celebration assemblies to promote the positive contribution to the life of the school and the community.
- 7.4 We do not set formal assessments in PSHE. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

## **8 Monitoring and review**

- 9.1 The planning and teaching of PSHE are the responsibility of the Class Teacher who will be supported by the Pastoral Team. The Senior Leadership Team will:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
  - Have meetings with the PHSE Governor to give him/her feedback on what is happening in school with regards PHSE and Citizenship so that he/she can report back to the Governing Body.
  - This policy on PSHE and Citizenship is also linked to the following policies: Behaviour; Health and Safety; Sex and Relationship Education, Safeguarding, E-safety.
- 9.2 This policy will be reviewed annually to ensure it complies with changes in government legislation and changes to the National Curriculum.

## **Covid 19 Amendments**

<https://www.pshe-association.org.uk/news/advice-addressing-coronavirus->

When discussing, or teaching topics related to, coronavirus:

- Continue to maintain a safe learning environment through agreed ground rules and distancing the learning.
- Stress that currently most people are at low risk of catching the virus, and even if they do most people's symptoms are not serious.
- Teach or reinforce hygiene routines such as hand-washing technique and important times to carry out these routines, such as before leaving home, on arriving at school, before eating and after using the toilet.

- Introduce or reinforce practices to prevent the spread of respiratory illnesses, such as coughing into the crook of the elbow, catching a sneeze in a tissue, putting the tissue in the bin and washing hands. Alternatively, if they don't have a tissue, they should sneeze into their sleeve not onto their hand(s).
- Emphasise the importance of avoiding touching the eyes, nose or mouth with unwashed hands and of not sharing cups or bottles.
- Challenge misconceptions that associate coronavirus with any particular group of people and signpost accurate sources of information such as the NHS or Public Health England.
- Be mindful of pupils who may feel more anxious about coronavirus, for example those who are concerned for elderly relatives. It may not be apparent who these pupils are, so keeping this in mind when discussing this topic with a class will help to avoid unnecessary distress.

It is important to avoid:

- Approaches to discussing or teaching topics related to coronavirus that could induce fear, or focus on a worst-case scenario. Scaring pupils can make it more difficult for them to engage with the lesson effectively and may cause unnecessary panic.
- Causing feelings of guilt or using blaming language regarding the transmission of coronavirus. Emphasis should be on routines to reduce transmission.
- Encouraging stereotypes or assumptions associated with coronavirus. Pupils need to understand that there is not a higher chance of catching it from people of any particular group, nationality, or race

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