

INGLEBY MILL PRIMARY SCHOOL



Personal, Social, Health, Economic Education (Life Lessons) Policy

July 2022

Mrs Kay Coverdale
Due to be reviewed July 2024



Imagine
Make a Difference
Persevere
Succeed

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe, encouraging and sometimes challenging environment.

PSHE (Life lessons) at Ingleby Mill Primary School

At Ingleby Mill, we aim to promote and implement the teaching and learning of PSHE, as the basis for communication, learning and personal development for all of our pupils, in a secure, safe and happy setting. This will provide the foundation children need to make the most of their abilities and talents and provide the right foundation for good future progress through school and beyond.

At Ingleby Mill we have chosen to refer to PSHE and RHE (Relationships and Health Education) as 'Life Lessons' to help the children identify with the various subjects and make links where possible. PSHE (Life Lessons) is embedded across our school's curriculum. It has also been informed by the New National Curriculum non-statutory guidance (DfE, 2013). This guidance states that:

'Personal, Social, Health and Economic (PSHE) Education is an important and necessary part of all pupils' education. All schools should teach, drawing on good practice. Schools [are expected] 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.'

PSHE education makes a major contribution to the school's statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act (2002) such a curriculum must:

'Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

(Education and Inspections Act 2006; Education Act 2002)

Importance of PSHE (Life Lessons)

At Ingleby Mill we recognise the importance of PSHE (Life Lessons) in providing our pupils with the knowledge, skills, values and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible members of society. Pupils are encouraged to play a positive role in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider local

community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. We teach our pupils about how society is organised and governed and ensure that they experience the process of democracy in school through our school council. At Ingleby Mill we aim to teach all pupils about their rights and responsibilities and to understand and respect our common humanity, diversity and differences so that they can go on to form positive, effective, fulfilling relationships that are an essential part of life and learning.

Aims

The aims of PSHE (Life Lessons) are to enable the children to:

- Value themselves and have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Learn about local and global issues;
- Develop spiritually, morally, socially and culturally;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues, including the dangers of drugs and alcohol;
- Understand and manage their emotions;
- Acknowledge and appreciate difference and diversity;
- Safeguard the environment.

All of the aims above lead to the promotion and celebration of the 'whole child' at Ingleby Mill. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in all of these areas is essential to raising standards of all pupils and it plays a key role in our school motto outlined below:

Imagine

Make a difference

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Teaching and learning styles

We use a range of teaching and learning styles, placing an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. At Ingleby Mill we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We also offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. PSHE (Life Lessons) is taught through a wide range of teaching strategies, such as circle time, role-play, discussions, investigative games and the use of technology.

PSHE curriculum planning and provision

From 2019, we implemented a new whole-school approach to delivering our PSHE curriculum at Ingleby Mill. Using the *Action for Happiness – 10 keys to Happier Living* model, we have created a broad set of values to explore throughout both KS1 and KS2.

This model has been created because we all want to live happy and fulfilling lives and we want the people we love to be happy too. So, happiness matters to all of us.

Happiness is about our lives as a whole: it includes the fluctuating feelings we experience everyday but also our overall satisfaction with life. It is influenced by our genes, upbringing and our external circumstances - such as our health, our work and our financial situation. But crucially it is also heavily influenced by our choices - how we approach our relationships, our personal values and our sense of purpose. All of these values are integral to our approach at Ingleby Mill.

Everyone's path to happiness is different. Based on the latest research, Action for Happiness have identified 10 Keys to Happier Living that consistently tend to make life happier and more fulfilling. Together they spell "GREAT DREAM".



Each half term, a different theme will be explored as a whole school with the other four being covered by different annual events.

Relating – autumn 1
Emotions – autumn 2
Awareness – spring 1
Acceptance – spring 2
Resilience – summer 1
Meaning – summer 2

These keys are all covered half termly across the whole of school. The idea is to have a model which can be discussed in assemblies, siblings and friends across different year groups can discuss their learning and know that they all have the same focus for that half term.

Giving is covered when we hold charity events e.g. Children in Need, Race for life.

Exercising is an integral part of the PE curriculum and during Health and Fitness Week.

Trying out links to Bright Futures week where children are given the opportunity to learn about lots of different occupations. This is also covered when children attend Robin Wood and other extra-curricular activities that we have to offer at Ingleby Mill.

Direction is linked through our school life expectations.

As well as our PSHE (Life Lessons) curriculum, we also make links through other areas of school too. Curricular planning ensures that issues linked with PSHE (Life Lessons) are effectively addressed through our cross curricular links. At Ingleby Mill, PSHE (Life Lessons) is delivered within a whole school approach, which includes:

- Discrete Curriculum time;
- Allocated lesson times for PSHE (Life Lessons) and Circle Time;
- Assemblies;
- Teaching PSHE (Life Lessons) and Citizenship through and in other subjects/curriculum areas including:
 - English: skills in enquiry and communication, stories that illustrate aspects of personal and social development;
 - Mathematics: aspects of financial capability, counting and sharing;
 - Science: (including medicines), puberty, health, safety and the environment;
 - Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;
 - Computing: communicating with others via e-mail, finding information on the internet and checking its relevance, e-safety and keeping safe online;
 - History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past;
 - Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries;
 - Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
 - Music: making the most of abilities in playing or singing, issues of cultural diversity,

- their value and their expression;
- Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
 - RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
 - Through PSHE (Life Lessons) and Citizenship activities and school events. For example, school council elections and meetings, themed weeks e.g. Friendship Week, sports events, RE visits to different places of worship, events that take place with partnership schools, Y6 residential visit and other school or class organised events e.g. Comic Relief, Children in Need.

Foundation Stage

In Nursery and Reception children are taught about personal, social and emotional development. This is where children are first introduced to wellbeing – knowing who they are, where they fit in and how to feel good about themselves, including personal self-care. Children also learn about the world in the aspect ‘People, culture and communities’. Children are also taught how to communicate effectively and the importance of good listening skills.

Special Educational Needs and Disability (SEND)

At our school we teach PSHE (Life Lessons) to all children, whatever their ability. PSHE (Life Lessons) and citizenship form part of the school’s aim to provide a broad and balanced education to all children. Through our PSHE (Life Lessons) and citizenship teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s individual needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or specialised action to enable the child to learn more effectively and at their own pace. This ensures that our teaching is matched to teach child’s individual needs.

The creation of a SEND Support Plan (SSP) for children with special educational needs, may include, as appropriate, specific targets relating to PSHE (Life Lessons). For many pupils, the area of Citizenship is crucially important. Understanding and skills will be developed through involvement in practical activities, which will help pupils cope with life.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess the children’s work in PSHE (Life Lessons) 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. Assessment should offer the children the opportunity to reflect on their own progress. Assessments are recorded on our

tracking system Target Tracker.

Recording and marking

Each child has a Life Lesson exercise book, within the book work is recorded in a variety of ways. Not all Life Lesson's have an element of recorded work, some lessons are practical or have a discussion element. Some activities may be recorded on Seesaw. Teacher marking and feedback is related to achievement of the 'I can' learning objective. Teachers may provide supplementary questions to extend children's thinking.

Feedback in foundation subjects isn't always written and can take various forms including:

- Individual verbal feedback and next steps from the teacher
- Peer feedback in pairs
- Group feedback – learning from each other – e.g. when work is held up/demonstrated as an example of good practice
- On-going feedback during an activity, recognising and supporting the process rather than an end product
- Time given to individually evaluate work in relation to the 'I can' learning objective
- Written feedback eg. on post-its after pupils look at each other's work (gallery)

Working in Partnership with Parents/Carers

We recognise and value the interest, support and involvement of the parents/carers in their children's PSHE (Life Lessons) and Citizenship Education development and keep them up to date with any developments in this area. We actively encourage parents/carers to help their children in learning through discussions and educational visits where possible. Parents/carers are encouraged to support the school's PSHE (Life Lessons) provision and have access to this policy.

Personal, Social, Health, Economic Education Subject Leader

The PSHE subject leader, together with the Head Teacher, have a general responsibility for supporting other members of staff in the implementation of this policy and will also disseminate information and provide CPD relating to PSHE (Life Lessons) when required.

Secondary school liaison

Children from Ingleby Mill transfer into a number of secondary schools. Transition meetings and curriculum planning sharing takes place with staff from these schools.

Dissemination and implementation of the policy

This policy will be given to all members of the governing body and shared with teaching staff. Parents/carers can find this policy on the school website.

Date of implementation: July 2020

Date of review: July 2022

Next review date: July 2024

Monitoring and evaluating the policy: This policy will be reviewed every two years by the Head Teacher, PSHE subject leader and the governing body.