

# Rush Common School Professional Practice Document ("PPD") for PSHE



## Our School Vision

At Rush Common School we regard PSHE as an important component of the whole curriculum. We believe that the promotion of health and wellbeing is central to the life of the school and its relationship with the surrounding community. At Rush Common School we take very seriously the responsibility to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society
- prepares pupils for the opportunities, responsibilities and experiences of adult life
- all children are entitled to receive sound information about keeping healthy and safe, emotionally and physically

## Rationale

PSHE is concerned with the total wellbeing of the individual, including:

- mental, emotional and physical wellbeing of the individual
- the responsibility of the individual towards others and the environment
- the education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it
- holistic model of personal and social development which encourages the making of healthy choices

Within PSHE we recognise:

- **Health Education** involves engaging the children in activities that promote their physical wellbeing and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society.
- **Drug Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. See Policy on Drug Education.

- **Sex Education** is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. See Policy on Sex Education. This policy is closely linked with Equality Policy, Religious Education Policy, Pupil Behaviour and Discipline Policy and routines of the school day.

## Aims

In Rush Common School we will aim through implicit and explicit learning experiences to:

- develop an awareness of social, economic, political and ecological issues
- nurture mutual trust and respect between individuals and groups
- develop understanding and tolerance
- encourage the development of informed and responsible healthy life choices
- develop positive attitudes towards health
- foster self-respect and self-esteem among all members of the community
- give opportunities for children to experience awe and wonder
- prepare pupils for the opportunities, responsibilities and experiences of adult life

Within the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of health education. The framework we have developed is related to the real world and children's experiences.

## Teaching and Learning

Each term is dedicated to the schools core values Term 1 is **Be Safe**, Term 2 **Be Kind**, Term 3 **Be Respectful**. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Introduction of core value through whole school and class assemblies
- Circle time and class discussion
- Philosophy for Children
- Reflection, sharing and showing.
- Role play and Drama
- Prayer Space (annually)
- Class lesson time
- Peer education
- Whole school write linked to SMSC curriculum
- Writing letters to the children that we sponsor in Tanzania

Differentiation and progression will be ensured by a variety of approaches:

- Differentiation by outcome and expectation
- Allowing for different pace of working.
- Differentiated questioning

## **Special Educational Needs**

Health education can:

- Address children's individual needs.
- Increase access to the curriculum.
- Enhance learning skills and develop previous knowledge.

**Equal Opportunities** - See Equality Policy

## **Assessment**

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily and evaluations, or photographs/videos.

In Key Stage 1 and 2, class teachers make use of ongoing observations to assess children's progress in PSHE. Class teachers complete a formal PSHE assessment tool at the end of each theme (termly).

**Resources** (on RM unify and paper copy with Co-ordinator)

PSHE Association SOW and resources

Primary National Framework: SEAL

## **Preventing Radicalisation**

The Counter Terrorism Act (2015) and Keeping Children Safe in Education document (July 2015) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into terrorism.

School has a duty to identify and report on any issues where someone may be identified as being drawn into terrorism or extremist views (violent or non-violent). We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

We have clear procedures in place for protecting children at risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in

children's behaviour which could indicate that they may be in need of help or protection. Even very young children might show signs of radicalisation. The Designated safeguarding Lead can make a referral about any adult (to Social and Healthcare Team) or child, who school think may be vulnerable to being drawn into terrorism, via the safeguarding team (MASH) or by calling the police (999) or on 101 for non-urgent concerns.

### **Review of this PPD**

The Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 10<sup>th</sup> June 2019

Signed: *Kristen Fawcett* (Acting Headteacher)..... Headteacher

Review Date: June 2022