



Wellington Place
Primary School

Learn, Lead, Achieve, Succeed

PSHE and British Values at WPPS

This policy is underpinned by the commitment of Wellington Place Primary School to support wellbeing, development and resilience of all pupils including the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

Introduction:

This policy has been drawn up in consultation with teaching staff in other trust schools and is based on best practice guidelines. It has been shared and approved by the teaching staff and WPPS AB. At Wellington Place, the PSHE programme of study brings together citizenship, British Values with personal safety, awareness and well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic education (PSHE). It incorporates the statutory requirements for Relationships and Sex Education (RSE). PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

Vision:

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

- **Honesty,**
- **Kindness,**
- **Trust,**
- **Responsibility,**
- **Friendship,**
- **Self-control,**
- **Empathy,**
- **Respect,**
- **Tolerance**
- **Understanding.**

Alongside the PSHE curriculum, pupils are taught how these characteristics can be developed, are encouraged to identify how they can use them to support their day-to-day learning and living and are helped to identify their areas of focus.

These characteristics are:

- Social Skills
- Self-control
- Gratitude
- Hope
- Enthusiasm
- Curiosity
- Perseverance

Aims:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across our primary academies, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At Wellington Place, we strive to

- develop young people who are thoughtful and responsible, who are able to lead safe, healthy and fulfilling lives
- give our young people the knowledge, skills and resources that support emotional resilience, self-esteem, healthy relationships, rights and responsibilities and sex education.
- help young people become independent and resilient citizens who are able to make a positive contribution to society.
- develop awareness of community involvement and moral responsibility.
- give children opportunities to make informed choices, form their own opinions and express their views.
- improve pupils' key skills in communication and enquiry.

Organisation of Provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

All staff have a role in the Personal Social Health and Economic Education of the pupils as well as Citizenship. They are best placed to build up the self-esteem of the pupils and develop their skills by giving them responsibility. All staff encourage pupils to give of their best and help them learn how to work with others effectively. PSHE and citizenship are taught through a mixture of strategies.

Primarily at Wellington Place Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks necessary in order that they develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Our programme which has been adapted by staff to suit the needs of our pupils is based on pupil voice, teacher reflections, national guidance produced by the PSHE Association and statutory RSE requirements (See the RSE Policy). As such it addresses the statutory requirements that are taught within the subject. (See Appendix A – PSHE Overview) In addition, the PSHE programme of study has been reviewed against British Values requirements and these are embedded throughout.

A cross curricular approach is also harnessed, where links are made to PSHE and citizenship through a thematic unit. For example, children may be asked to consider the morality of the behaviour of a historical figure or the ethics of particular environmental issues.

A planned program of extra-curricular work based on three awards for citizenship is also available for children to access on a voluntary basis. There are occasional speakers and issues are raised in school and class assemblies.

Inclusion

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy,
- provide a multi-sensory approach using a variety of media,
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate,
- use appropriate summative and formative assessment approaches to inform future learning,
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Monitoring and review.

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe the children during lessons. Monitoring and evaluation of teaching, OneNote portfolios and pupil voice is used to assess learning, coverage and understanding of unit of work.

The PSHE and citizenship subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in these subjects. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and citizenship, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Success criteria

We will know that our PSHE and citizenship provision is successful when

- children are engaged and active in their learning whilst keeping safe
- PSHE and citizenship is an integral part of a broad and balanced creative curriculum
- all members of the school community work responsibly together.

What are British Values?

At Wellington Place we uphold and teach pupils about British Values. According to Ofsted, 'fundamental British values' comprise of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.



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Democracy

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages independence as well as personal and social responsibility and is demonstrated on a daily basis by our pupils. We also actively promote and contribute towards raising money for charities and those in need.

What we do to promote Democracy

School Council

Anti-bullying policy evaluated each year by the children

We have an Eco Team made up of one child per class to promote a more eco-friendly school

The children agree their classroom rules at the start of the year

Pupil voice

Class Dojo points as part of behaviour system

British Values Day

Remembrance Day to reflect on the sacrifices made by others

Star of the Week in assemblies

Child of the Term Assemblies

Rich and Varied curriculum for PSHE from EYFS to Year 6



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The Rule of Law

At Wellington Place, the importance of laws, whether they be those that govern the class, the school, or the country are consistently reinforced throughout the school day. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

What we do to promote the rule of law

At the start of the school year, each class discusses and sets its own class rules to ensure that every class member is able to learn in a safe and ordered environment

Regular class and whole school assemblies take place

To encourage and promote good behaviour, attitude and work children are rewarded for behaviour through stickers, star of the week assemblies and certificates, raffle tickets, outstanding behaviour choices display, Child of the Term, dojo champions

Attendance rewards given out to children

During British Values Day, local police will come in to deliver an assembly to talk to children about the law

All behaviour systems reviewed by the children every year
EYFS visit from fire service

MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT

At Wellington Place, we teach children to promote and celebrate all backgrounds and beliefs. The school is situated in an area of great cultural diversity, therefore we place great emphasis on promoting diversity with the children.

What we do to promote **MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS**

Teaching regular RE, PSHE lessons and celebrating religious events such
as Eid, Diwali and St George's Day
Harvest assembly and Easter Assemblies

In art and music by considering cultures from other parts of the world
Celebrating cultures through Culturally Speaking Day
Remembrance Day

Parent talks for Eid and Diwali

Community events for Wellington Place Community and Wellbeing

Please see the EYFS long term overview to see how the **British Values** are planned into our learning.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events & Festivals	Harvest Festival Autumn Walk – Forest School	Remembrance Day Diwali Bonfire Night Pantomime <u>visit</u> Nativity Play	Chinese New Year Mother's Day Spring Walk – Forest School	World Book Day Easter Celebrations	Father's Day Summer Walk – Forest School	Farm Trip Transition to Year 1 Teddy's Bear Picnic
Parental Involvement	Phonics Workshop Stay and Play Sessions DSAT Craft Fair at WPPS School Open day?	Maths Workshop Parents Meetings Christmas Performance Christmas Family Craft	Parents Meetings	Community Reading - World book Day Writing Workshop	Parent/Grandparents <u>Gardening day</u>	End of Year Celebrations Sports Day
Topic	When I grow up...	Into the Woods	All Creatures Great and Small	The Big Wide World	At the edge of the Canal	Once upon a time...
Curriculum of Global Discovery drivers						
UN Global Goal links						
British Values						
Possible Themes/Interests/Lines of Enquiry	Setting rules and routines Families Interests Likes/ <u>dislikes</u> Our community People who help us	Characters in the woods (The Gruffalo, Percy the Park keeper, Goldilocks, Bear Hunt) Christmas/The Nativity	Under the sea Rainforest Pets	Exploring our Locality Contrasting Country Weather Seasons	Lifecycles Minibeasts Planting Growing	Fairy Tales Traditional Tales