



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

- 1) At Rush Common School we regard PSHE as an important component of the whole curriculum. We believe that the promotion of health and well being 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.
  
- 2) PSHE is concerned with the total wellbeing of the individual, including:
  - mental, emotional and physical well being 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
  
- 3) Within PSHE we recognise:
  - **Health Education** involves engaging the children in activities that promote their physical well being 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.

#### **4) 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.
- 4.1) 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.

#### **5) Teaching and Learning**

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Introduction of current value through regular assemblies
- Circle time and class discussion.
- Imaginative writing.
- Reflection, sharing and showing.
- Role play and Drama.
- The use of video and computer technology.
- Visits and visitors where appropriate.
- Class lesson time.
- Peer education.
- Structured group work.
- Play and games.

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

- The same activity but different expectations of outcome.
- The same theme but different levels of input.
- Allowing for different pace of working.
- Different grouping of children.
- Developing different modules of work at different times of the year for different abilities.

## **6) Special Educational Needs**

Health education can:

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

## **7) Equal Opportunities - See Equality Policy**

## **8) Assessment**

The assessment of PSHE will take place in all curriculum areas, however clear learning objectives will support the focus of assessed activities. Individual pupil records with evidence will be kept in a pupil's file or within the context of topic work files or books. Assessment and recording progress of PSHE and Citizenship should be aimed at enhancing the quality of teaching and learning, help pupils take responsibility for improving their own performance and learning, and be informed by best practice. Arrangements should be a matter for the professional judgement of teachers, who should involve wherever possible, the pupils through discussion, review and target setting.

**Resources** (with the co-ordinator)

Smile .....Again! (OCC)

Primary National Framework: SEAL

Values-Based Education (Neil Hawkes, West Kidlington School)

## **9) 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.

**10) 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 27<sup>th</sup> June 2014  
*Updated for Prevent on 10<sup>th</sup> November 2015 as agreed by Board of Directors.*

Signed..... headteacher

Review Date: June 2017