

St Laurence's CE Primary School



PSHE Policy

This policy is to be read alongside the Relationships Education and Social, Emotional and Mental Health Policy.

Our school vision

Our vision and Christian values are at the heart of everything we strive for at St Laurence's C.E Primary School. We strive to reflect the love of God, the love of life and the love of learning together in all we do.

Our Christian values are the foundations of our teaching and learning and provide an environment which nurtures happy, confident and independent children, who make good choices and contribute positively to society.

At St Laurence's we see ourselves as a learning community where we all (adults and children) aspire to achieve our potential: academically, professionally and spiritually.

Rationale

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of PSHE within the broad and balanced curriculum offered at St Laurence's CE Primary School.

The 2006 Education and Inspections Act also places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'.

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and

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should be at the heart of whole-school development.

Parents and carers will be informed about this policy through the school website. It is available in hard copy from the school office.

Aims

In line with the Education Act 2002 we provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The organisation of PSHE Curriculum

Our PSHE Lead is responsible for the overall planning, implementation and review of the PSHE programme. Planning is monitored and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of PSHE. Leaders will endeavor to keep up-to-date with materials and guidance for PSHE, in line with other curriculum areas. The school will support this by affording them regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current issues.

We use, and subscribe to, the **PSHE Association Programme of Study (A)**. The PSHE Programme of Study was produced in consultation with a wide variety of agencies and practitioners to meet the needs of today's pupils and is regularly updated to meet these changing needs. *(See Curriculum Plan – Appendix A)*

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We have designated PSHE curriculum times each week, which provide focused opportunities for raising specific issues in a safe and structured session. Cross-curricular links, when appropriate, will also be delivered in Science, Computing, RE, PE and History (for example).

PSHE is also delivered as an integral part of school life and in a number of ways:

- We will promote respect for ourselves, others and school property through our consistent school behaviour policy;
- We tackle inappropriate behaviour in a fair and systematic way;
- Collective worship will be linked, whenever possible, to the relevant PSHE theme for that half-term;
- Pupils' achievements will be praised and rewarded in Celebration Assembly weekly;
- Opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher;
- All subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, History and R.E.;
- Through special activities and events, for example 'Circle Time' and 'Philosophy for children' tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- The Pupil Voice in School Council meetings give an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues;

The Overarching Concepts, Essential Skills and Attributes developed through PSHE Curriculum (taken from PSHE Association Toolkit.)

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To ensure our PSHE curriculum supports our children to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, we implement the three core themes of the PSHE Association Programme of Study. Relationships Education and Health Education are embedded in the PSHE curriculum.

These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, we ensure there is a balance of these overarching concepts.

Overarching concepts developed through the Programme of Study:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online);
- Relationships (including different types and in different settings, including online);
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices);
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world);

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- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010);
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts);
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance);
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes);
- Career (including enterprise, employability and economic understanding).

Staffing

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs, are in the best position to deliver most PSHE. Therefore, it is our aim that all teachers will be able to deliver the curriculum in their class, with support and training when needed.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals may be involved at different stages of the programme. Visitor sessions always complement the existing PSHE provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

Training and Development Needs

The PSHE leader will receive appropriate training to update knowledge and access resources. Leaders will share knowledge with all staff and governors whenever necessary. Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting and on issues related to confidentiality and child protection.

Teaching and Learning

Teachers and staff will use a range of strategies to deliver PSHE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and health.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Determining pupils' prior knowledge/starting points by implementing baseline activities from the PSHE Association Programme in order to plan;
- Knowing how to deal with unexpected or difficult questions or comments from pupils
- Encouraging reflection.
- Children speaking, articulating their ideas confidently and listening to the opinions of others respectively.

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Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the aims and objectives of PSHE. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age appropriate and in line with the school's values.

Managing Difficult Questions:

We recognise that some aspects of PSHE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PSHE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Assessment, recording and reporting

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 KS1 and KS2, teachers will make use of baseline assessment activities to provide an insight into pupils' prior knowledge, understanding and vocabulary. These may be individual or through small group or whole class discussion. An end point activity allows teachers and pupils to demonstrate progress made from the starting point. Class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHE.

Self-assessment by the pupils is through discussion and informal recording where children may express and record how they feel about their own progress.

Children's progress is recorded in our PSHE class record books.

Equal Opportunities and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, gender identity, faith, race, culture, ability or personal circumstance. Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in PSHE. Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

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Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Promoting a healthy lifestyle

We strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day;
- Organising sporting events including a sports day;
- Offering a range of after-school clubs, such as netball, football, cricket and cookery clubs;
- Providing fresh fruit daily and free milk for children under 5 years.

Monitoring and Evaluation

The review and monitoring of this policy is the responsibility of the PSHE Leader and will include:

- Review of planning and guidance.
- Learning Walks and Lesson Observations
- Liaison with class teachers
- Pupil interviews and work scrutiny
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Teachers and pupils will evaluate the lessons to aid future planning.

Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, children will be informed of sources of confidential help such as the school nurse (in a one-to-one setting).

Teachers and support staff are aware that teaching PSHE can lead to pupil disclosures of possible abuse. All staff and visitors involved in the delivery of PSHE are also clear that they cannot offer or give unconditional confidentiality to children in the school. All staff are aware of school child protection procedures and that any concerns must be reported to the Designated Safeguarding Lead. (*see Child Protection Policy*)

Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of PSHE. We are confident that good communication and sharing our philosophy, aims and purpose of PSHE will enable parents/carers to support our programme.

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Implementation of policy

This policy, including the Scheme of Work, will be implemented and delivered by all staff.

This policy was reviewed June 2022

This policy will be reviewed in June 2026.

Links to Other Policies

This policy should be read alongside all policies but more specifically:

- Child Protection and Safeguarding of Pupils Policy and Procedure
Relationships Education and Health Education Policy
- Anti-Bullying Policy
- Equality Policy and British Values
- Online Safety Policy
- Staff Conduct Policy
Behaviour Policy
- Social, Emotional and
Mental Health Policy

Signed:

Date: 12/7/22



Appendix A

PSHE (including Relationships Education and Health Education) Curriculum Overview

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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