

**ST MARY'S CHURCH OF ENGLAND
PRIMARY SCHOOL
PERSONAL, SOCIAL AND HEALTH
EDUCATION (PSHE) POLICY**



The policy supports a whole school approach to PSHE in the curriculum and throughout the whole school and its community. It is consistent with current legislative framework and statutory guidance.

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. 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. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life long learning.

At St Mary's CE Primary School we regard PSHE as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

DUTY TO PROMOTE WELLBEING

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

NATIONAL CURRICULUM

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- 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.
- The National Curriculum Framework (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

HEALTH AND WELLBEING PROMOTING SCHOOLS/HEALTHY SCHOOLS:

We are committed to providing a 'health and wellbeing climate and culture'. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, management and managing change;
- Policy development;
- Curriculum, planning, resourcing and impact;
- Teaching and learning;
- Assessment, recording and reporting progress and achievement;
- Pupil voice;
- Pupils' support services;
- Staff professional development needs;
- Partnerships with parents/carers, the community and external agencies;
- School culture and environment.

PSHE PLANNING

Planning is linked to the whole school Programme of Study and the whole school Enrichment Curriculum that has been tailor made to suit the needs of our children. This covers all non-statutory curriculum guidelines and also includes SRE and Drugs Education lessons. Teachers personalise this PSHE curriculum for the particular needs of their class. We teach PSHE in a variety of way but generally it is delivered throughout the creative curriculum. For example, when teaching about local environment issues in Geography, we offer pupils the opportunity to explore who is responsible for the maintenance of the local environment, and we encourage children to recognise their own responsibility towards their environment. We also have whole school themed weeks and themed days relating to topics such as raising aspirations and leading healthy lifestyles. In some instances, e.g. drugs education, we teach PSHE as discrete subjects. PSHE is reinforced through TRIBES in KS1 and KS2. 3 There is a large overlap between the programme of study for Religious Education and the aims of PSHE, and we teach a considerable amount of PSHE through our RE lessons. We also develop PSHE through activities and whole-school events. For example, the School Council representatives from Year 1 to Year 6 meet regularly to discuss school matters and to make suggestions.

TEACHING AND LEARNING STYLE

We use a range of teaching and learning styles. PSHE are delivered through the creative curriculum. The 'Character Matters' approach is delivered by the whole school focusing on one particular aspect per week – this is reinforced during Celebration assembly (refer to the Character Matters/British Values Policy). We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. 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. Through Circle Time, pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer the children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches. This is reinforced through our Professionals Week promoting future aspirations.

DEVELOPMENT PROCESS

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted;
- The content of the PSHE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as School Surveys;
- Pupils are receiving an entitlement curriculum for PSHE in line with national and local guidance;
- There are clearly identified learning objectives for all PSHE and SNSC activities, and pupils' learning is assessed using both formative and summative approaches;
- Opportunities for cross-curricular approaches are being used where appropriate for example during focused weeks;
- The impact of training for staff and governors on practice is evaluated;

- Policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils;
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through sharing the policy on the school web site;
- A variety of methods is employed to communicate the key points of the policy and curriculum to the community such as through focused weeks e.g.: health and well-being week, anti-bullying week.

FOUNDATION STAGE

Personal, Social and Emotional (PSE) Development is a prime area of learning in our Early Years setting. It is promoted as an integral part of the topic work covered during the year. PSE aspects of the children's work are related to the objectives set out in the Age Related Expectations and teaching matches the aim of developing a child's Personal, Emotional and Social Development. We also support SMSC education through the Specific Area of Understanding of the World. In addition, children are involved in regular Circle Time sessions.

TEACHING PSHE TO CHILDREN WITH SPECIAL NEEDS

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with special needs. When teaching PSHE, we take into account the targets set for the children in their Individual Education Plans.

ASSESSMENT AND RECORDING

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work to ensure that learning objectives have been met. Assessment information is recorded on the School Online Tracker. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage – this is supported by the PSHE Programme of Study. The PSHE Co-ordinator monitors the delivery and success of the subject through lesson observations, monitoring of planning and data analysis and through discussion with the children.

RESOURCES

Resources for PSHE are kept in the staffroom; supplementary resources are kept by the Co-ordinator. The PSHE Co-ordinator distributes links to online resources on a regular basis. We have annual membership with the PSHE Association.

THE ROLE OF THE CO-ORDINATOR

The PSHE Co-ordinator is responsible for monitoring the standards of children's work and their progress. The Co-ordinator supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

CURRICULUM

	AUTUMN	SPRING	SUMMER
KEY STAGE ONE YEAR 1	RELATIONSHIPS Friendship Links: Linking Schools/E pals/International School's Award Staff links: VR, JH, NH	HEALTH AND WELLBEING Healthy Eating – Kitchen Garden Links: Year Three/Summer Term Year Five/Summer Term Staff Links: NH, EH, BR	LIVING IN THE WIDER WORLD How do we keep safe? - Keeping safe in familiar and unfamiliar situations Household products (including medicines); secrets and surprises; appropriate/inappropriate touch, asking for help. Links to Year Four/Spring/ Peer Pressure Staff Links: CA, AH,
	LIVING IN THE WIDER WORLD E-Safety Staff Links: RJ, PH, LP		
KEY STAGE ONE YEAR 2	RELATIONSHIPS Body Image 'Body Image in the Primary School' lesson plans for KS1 Links to Year Five/Autumn Term/Body Image Staff links: CA	HEALTH AND WELLBEING Mental Health and Emotional Wellbeing PSHE Association KS1 Lesson Plans Links: Year Five/Autumn Staff Links: JA	LIVING IN THE WIDER WORLD Multicultural Links: Year Three/Autumn Term/Black History/ Linking Schools/E pals/International School's Award Staff Links: VR, JH, NH, CS
	RELATIONSHIPS Bullying Staff Links: LP		
LOWER KEY STAGE TWO YEAR 3	LIVING IN THE WIDER WORLD Black History Links: Year Two/Summer Term/History/ Linking Schools/E pals/International School's Award Staff Links: VR, CS, JH, NH	RELATIONSHIPS Compassionate Class Oracy/Debate/Enquiry Led Learning Links: RSPCA scheme Staff Links: VR, JG	HEALTH AND WELLBEING Eating a Balanced Diet – Kitchen Garden Links: Year One/Spring Term Year Five/Summer Term Staff Links: NH, EH, BR
	LIVING IN THE WIDER WORLD Careers and Aspiration Links to Year Four/Summer/Careers and Aspiration. Staff Links: CA		
LOWER KEY STAGE TWO YEAR 4	HEALTH AND WELLBEING First Aid Links: Science Staff Link: NH, AA, AB, CB	RELATIONSHIPS Peer Pressure Oracy/Debate/Enquiry Led Learning Managing risk in familiar situations and the local environment; Social Media and staying safe online.	LIVING IN THE WIDER WORLD What jobs would we like? Links: Year 3 Careers and Aspiration Links to Year Three/Careers and Aspiration Staff Link: CA
	HEALTH AND WELLBEING Healthy Habits v Unhealthy Habits Being Active (The Daily Mile), Healthy Food and Drinks, Anti-Smoking, Screen Time Staff Links – TB, EH, BR, RJ, PH		
UPPER KEY STAGE TWO YEAR 5	HEALTH AND WELLBEING Mental Health and Emotional Wellbeing PSHE Association KS2 Lesson Plans Links: Year Two/Autumn Term Staff Links: JA	RELATIONSHIPS Body Image 'Body Image in the Primary School' lesson plans for KS2 Links to Year Two/Autumn Term/Body Image	LIVING IN THE WIDER WORLD Enterprise – Fair Trade Café Links: Year Five/Autumn/Money Management Year One/Spring Year Three/Summer Staff Link: NH, EH, BR
	LIVING IN THE WIDER WORLD Money Management Staff Links: RP		
UPPER KEY STAGE TWO YEAR 6	HEALTH AND WELLBEING How do we grow and change? Puberty and Personal Hygiene		RELATIONSHIPS Sex and Relationship Education/Real Love Rocks Staff Links: DT, CA, DJ, AH
	LIVING IN THE WIDER WORLD E-Safety – Managing Risk Oracy/Debate/Enquiry Led Learning Digital Footprint, Appropriate websites, Privacy Settings, Images, Crucial Crew Staff Links: RJ, PH, LP		

WORKING WITH VISITORS AND OTHER EXTERNAL AGENCIES.

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in

relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- The visitor understands the school's confidentiality policy, values and approach to the educational programme;
- There is appropriate planning, preparatory and follow up work for the sessions;
- The visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection;
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have;
- The guidelines and checklist (Appendix 1) should be used with the visitor to ensure success.

MONITORING AND EVALUATING VISITORS' AND EXTERNAL AGENCIES' CONTRIBUTIONS

We will use Appendix 1 will be used for visitors' guidelines and checklist and to monitor and evaluate visitors and external agencies. The visitors will comply with the school policy on confidentiality and visitors' values are in line with the school's ethos and values, and that they use facts and evidence to inform their teaching.

INCLUSION AND EQUAL OPPORTUNITIES

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

RESPONDING TO PUPILS' DIVERSE LEARNING NEEDS:

Considerations will be made for:

- Religious and cultural diversity;
- Differing gender needs and abilities, including SEND;
- Diverse sexuality of pupils;
- Homophobic/transphobic bullying and behaviour;
- Pupil's age and physical and emotional maturity;
- Pupils who are new to English.

ETHNICITY, RELIGION AND CULTURAL DIVERSITY

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

SEXUAL IDENTITY AND SEXUAL ORIENTATION

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

PUPILS WHO ARE NEW TO ENGLISH

The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

The three principles for inclusion are;

A Setting suitable learning challenges

High standards are expected for all children. This will be done by delivering a comprehensive scheme of work which provides continuity and progression for all.

B Responding to children's diverse learning needs

Teaching and learning should be planned so that all lessons are inclusive and all children are enabled to participate fully and effectively.

C Overcoming potential barriers to learning and assessment for individuals and groups of children

Short term planning should seek to lower as much as is possible barriers to learning, participation and assessment through flexible approaches to teaching/learning both in the classroom and in the wider school environment.

LEARNING ENVIRONMENT AND GROUND RULES

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our ground rules are:

- ✓ We listen to each other;
- ✓ We do not say or do anything that would hurt another person;
- ✓ We do not use people's names within Open Forum;
- ✓ We signal when we want to say something;
- ✓ We may say pass;
- ✓ If a game involves touch, we may sit and watch before making a decision to join in.

The school rules for Foundation Years to Year 6 are negotiated within each individual school at the beginning of the academic year. The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children.

ANSWERING QUESTIONS

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned

curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- Staff will set the tone by speaking in a matter-of-fact way;
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box;
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up;
- If a verbal question is too personal, staff will remind the pupils of the ground rules;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis;
- Staff will not provide more information than is appropriate to the age of the pupil
- Staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual safeguarding procedures are followed.

ASSESSMENT, RECORDING AND REPORTING IN PSHE

We assess pupils' learning in PSHE in line with approaches used in the rest of the curriculum (including assessment for learning). Assessment methods include:

- Baseline at the beginning of each topic;
- Needs assessment is used to identify existing knowledge and skills of pupils key stage one and key stage two;
- Assessment is built into the PSHE programmes to inform planning and evidence in the SMSC Grid Maker;
- Summative assessment takes place at the end of each unit and recorded on Educater Pupil Tracker system;
- Pupil self-assessment;
- Assessment focuses on knowledge as well as skill development and attitudes;
- All class teachers have assessment sheets to support the module to record progress;
- Identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it;
- Teachers will keep a note of pupils who have missed some or the entire module due to absence from school;
- Pupil progress and achievement is reported to parents/carers (Foundation Stage);
- Pupil achievement in PSHE is celebrated and shared

The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made:

- *What do I know already?*
- *What new information have I learnt?*
- *What do I now think and believe?*
- *What feelings did I have during the session?*
- *How did I feel about what I found out?*
- *Has listening to the views of others changed my views and/or beliefs?*
- *Did it help me confirm what I really believe?*
- *Did I learn anything I did not expect to?*

- *How will it change my behaviour in the future?*
- *What do I now need to learn?*
- *Is there anyone else I need to talk to about this?*

MONITORING AND EVALUATION

Monitoring activities as outlined in the Assessment and Monitoring Timetable.

- Recording of pupil attendance in PSHE lessons;
- Effective PSHE leadership with a system of lesson observations and peer support;
- A system for regular review of the PSHE policy and programme;
- Pupil and staff interviews/questionnaires;
- Pupil/staff/parent surveys;
- Scrutinising staff planning;
- Samples of pupils' learning;
- Teacher and pupil evaluation of lessons, units and the overall PSHE programme;
- Evidence from lesson observations;
- Evaluation of contributions of external partners;
- Feedback and evaluation by pupils;
- Scrutiny of assessment records;
- Sampling pupils' work and portfolios.

SAFEGUARDING AND CHILD PROTECTION

PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHE Policy should be closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

CONFIDENTIALITY IN THE CONTEXT OF PSHE LESSONS

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it. Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and logged on the CPOMS System, in line with our safeguarding and child protection policy.

SUPPORT

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

COMPLAINTS

Parents/carers who have complaints or concerns regarding the PSHE provision should contact the school and follow the school's Complaints Policy.

APPENDIX 1

CHECKLIST FOR SCHOOLS AND AGENCIES	
TIME AND PLACE	
Date(s) of Involvement:	Time: From to Number of days / weeks:
Venue / room(s):	Agency arrival time:
Room Layout:	Agency to be greeted by:
Equipment required to be provided by the school:	Session plans: Attached: yes/no
PEOPLE	
School: Contact details:	Agency name: Specialism:
School address: Tel No: E-mail:	Agency address: Tel No: E-mail:
Lead Teacher Contact: Other Contact:	Agency contact: Other Contact:
Teachers to be involved:	Do parents/carers need to be consulted before the session? yes/no
Have safeguarding procedures been discussed? yes/no Other policies for consideration e.g. Behaviour:	Is the school satisfied with the agencies CRB/ liability arrangements? yes/no
Number of pupils: Key Stage: Year Group:	Learning needs: Other / individual needs:
Intended learning outcomes:	What has been taught previously?

	How will the work be continued?
How will skills and progress be assessed?	Who will be present?
	How will they support the session?
How will the effectiveness of the session be evaluated by pupils?	Which routes for referral, procedures and services will pupils be signposted to?
How will the effectiveness of the session be evaluated by adults?	
AGREEMENTS	
Have any expenses been agreed to?	
yes / no	
Checklist completed by: Designation: Date: Meeting carried out: in person / by phone / other (please circle)	