

St George's Church of England Academy



PSHE Policy



“Many Hearts make a School.”

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Audience	Parents School staff (in particular teachers and leaders) Local Governing Bodies
Approved	June 2020
Other Related Policies	Personal Safety Drugs Education Sex and Relationships Education Science Collective Worship Behaviour Bullying Equal Opportunities Confidentiality Policy Community Cohesion
Review	Annually or more frequently if national policy requirements change or if our continuous review finds that significant changes are needed
Version	1.0

Our School Vision

Our vision is to provide an excellent, well-rounded education which celebrate academic, emotional and spiritual achievement and prepares everyone to fulfil their full potential in an inclusive environment in God' World.

Whole School Curriculum Statement of Intent

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow.

At St George's Church of England Academy, the curriculum is designed to: recognise children's prior learning, provide first-hand relevant learning experiences, allow the children to develop a wide range of learning skills and depth of knowledge, build confidence, independence, resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision for all to reach God's potential. We provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is an enthusiasm for new experiences and knowledge. We use our school core values (God's Love, Peace, Thankfulness, Forgiveness, Trust, Hope and Friendship) to promote positive attitudes to learning together, encouraging all to be respectful of themselves and others as well as being active citizens both locally and globally.

Introduction

At St George's 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 in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. At St George's, our PSHE curriculum is taught through discrete PSHE lessons and cross curricular links to ensure that learning is meaningful for all our pupils with creativity and active learning.

Our Statement of Intent - PSHE

To enable our children to become safe, healthy, independent and responsible members of society, who appreciate and respect difference and diversity. We promote active participation within our democratic society and encourage children to think of themselves as global citizens.

This will be implemented by creating a programme of study that uses the PSHE Association curriculum guidance and recommendations but is designed to meet our school and the needs of our children and community. There are three main cores to PSHE curriculum which are as follows:

- ✓ Health-Wellbeing
- ✓ Relationships
- ✓ Living in the Wider World.

These core themes encompass the themes from the statutory guidance produced by the government on relationships and health education and provide our school with a broad and balanced PSHE curriculum.

Relationships Education

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

Health Education

- ✓ Mental wellbeing
- ✓ Internet safety and harms
- ✓ Physical health and fitness
- ✓ Healthy eating
- ✓ Drugs, alcohol and tobacco
- ✓ Health and prevention
- ✓ Basic first aid
- ✓ Changing adolescent body

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

Overarching Concepts within PSHE

Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)

- ✓ Relationships (including different types and in different settings)
- ✓ A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- ✓ 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)
- ✓ Diversity and equality (in all its forms)
- ✓ 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 persuasion, bullying, negotiation and 'win-win' outcomes)
- ✓ Career (including enterprise, employability and economic understanding)

Aims of PSHE Curriculum

For children to:

Health & Wellbeing

- ✓ Know and understand what constitutes a healthy lifestyle.
- ✓ Know how to maintain physical, mental and emotional health and wellbeing.
- ✓ Be aware of safety issues, including how to respond in an emergency.
- ✓ Know how to manage change, including puberty, transition and loss.

Relationships

- ✓ Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- ✓ Know how to recognise and manage emotions within a range of relationships.
- ✓ Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- ✓ Know how to respect equality and diversity in relationships.

Living in the Wider World

- ✓ Know the importance of responsible behaviours and actions.
- ✓ Be responsible and independent members of the school community.
- ✓ Be positive and active members of a democratic society.
- ✓ Know about the importance of respecting and protecting the environment.
- ✓ Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- ✓ Develop good relationships with other members of the school and the wider community.
- ✓ Know about where money comes from, keeping it safe and the importance of managing it effectively.
- ✓ Have a basic understanding of enterprise.

Implementation through Teaching and Learning

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At St George's Church of England Academy, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- ✓ Making relationships
- ✓ Self-confidence and self-awareness
- ✓ Managing feelings and behavior

Planning is child and adult led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage One and Two

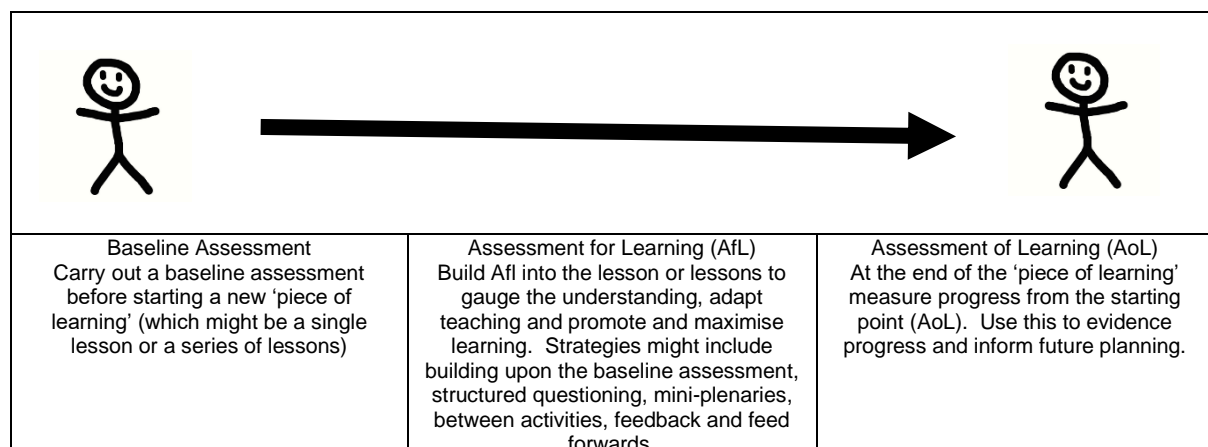
Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been taken from PSHE Association and to meet the needs of our children and the school community. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by using Ipsative assessment model which compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education



We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Within the Foundation Stage, PSHE objectives are documented within 'big books' which include specific focussed PSHE objectives and circle time activities. In addition, Early Years' Practitioners used the learning objectives from Developmental Matters (PSED) to track individual children's progress. Key Stage One and Two also have a class 'big book' where baseline and the end of a theme assessment activities are recorded. These are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE Subject Team is responsible for monitoring the standards of children's work and the quality of teaching. The PSHE Subject Team will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The PSHE Subject Team will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Implementation through inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

Implementation through Professional Development and Training

The PSHE Subject Team ensures they are kept informed of relevant changes to aspects of PSHE by attending local and diocese cluster meetings and training, Healthy Schools and PSHE network meetings. The PSHE Subject Team will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.