

St Anne's CE (Aided) Primary School



PSHE Policy

Growing Together to Flourish in God's World

*This policy is to be read alongside the
Relationships Education
and Health Education Policy.*

Our school vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

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 Anne's CE (Aided) 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 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 Lyndsey Martin. She is responsible for the overall planning, implementation and review of the PSHE programme. She monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of PSHE. Leaders will endeavour 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 and the Golden Promises;
- 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 Good Work 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 theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- The Pupil Voice group committees 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 – November 2017)

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);

- ⊗ 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 and Theatre in Education groups, 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;
- ⊗ Using 'distancing' techniques;
- ⊗ Knowing how to deal with unexpected or difficult questions or comments from pupils;
- ⊗ Encouraging reflection.

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, 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 the Learning Line, where children can record how they feel about their own progress.

Children's written work is recorded in Topic Books. The subject will be specified on the Learning Challenge.

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.

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, multi-skills, hockey, dance clubs;
- Providing fresh fruit daily and free milk for children under 7 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) and 'Childline'.

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, Deputy Designated Lead or directly to MASH in their absence. (*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.

Implementation of policy

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

This policy will be reviewed in September 2023.

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

Signed:

Date:

Appendix A

PSHE (including Relationships Education and Health Education) Curriculum Overview



PSHE RSE Curriculum Mapping						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Gold	Who is special to me? My family; immediate and extended. Who lives in my house?	Feelings What makes me feel happy, sad, angry, scared, surprised? Looking at pictures/ clips of others, how are they feeling?	Who helps to keep us safe? People who help us. Who can we go to if we need help? How can we ask for help?	What makes me special and unique? What am I good at? What would I like to be better at?	Care and concern for others: How do we look after other people and and creatures?	Time for Change: Looking back over the year and forward to the next year. New classroom, new teachers, new friends.
Red Reception	Me and my world. All about me and my family. Feeling special and safe in class. Golden Promises. Rules and Routines	Emotions Recognising different feelings and emotions. Identify emotion pictures and how we might feel if in similar situations.	People who help me stay safe? People who help us. Who can we go to if we need help? How can we ask for help? appropriate/inappropriate touch; asking for help	Relationships Sharing, truthfulness and honesty. All about kindness.	We are all different. Differences and similarities. How we are all special and unique. Respecting each other.	Time for Change: Looking back over the year and forward to the next year. New classroom, new teachers, new friends, transition and feelings related to change. Nervous, excited, worried etc.
Yellow Class R/1	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
Green Class Y1/2 (Zippy's Friends)	Module 1: Feelings: Full of feelings Feeling sad – feeling happy; feeling angry or annoyed; feeling jealous; feeling nervous <i>(PSHE Curriculum link: Year 1 Summer 1; Year 2 Summer 1)</i>	Module 2: Communication: My favourite things Improving communication; listening; who can help us? Saying what we want to say <i>(PSHE Curriculum link: Year 1 Autumn)</i>	Module 3: Making and breaking relationships: Are you my friend? How to keep a friend; dealing with loneliness and rejection; how to resolve conflicts with friends; how to make friends <i>(PSHE Curriculum link: Year 1 Summer 1/Summer 2; Year 2)</i>	Module 4: Conflict Resolution: Beating Bullying How to recognise good solutions; dealing with bullying; solving problems; helping others resolve conflicts	Module 5: Dealing with Change and Loss: Saying Goodbye Change and loss are a part of life; coping with death; visit to a graveyard; learning from change and loss <i>(PSHE Curriculum</i>	Module 6: We Cope: We Cope Different ways to cope; how to help others; adapting to new situations; celebrating together <i>(PSHE Curriculum link: Year 1 Summer 1; Year 2 Summer 1)</i>

		<i>1; Year 2 Autumn 1)</i>	<i>Autumn 2/Summer 1)</i>	<i>(PSHE Curriculum link: Year 1 Summer 2; Year 2 Autumn 2)</i>	<i>link: Year 1 Summer 1; Year 2 Summer 1)</i>	
Blue Class Y2	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency
Orange Class Y3	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
Lime Class Y3/4 (Apple's Friends)	Module 1: Feelings To improve children's abilities to identify feelings and choose good solutions to help themselves and others to feel better. <i>(PSHE Curriculum link: Year 3 Spring 2)</i>	Module 2: Communication To improve children's abilities to communicate effectively and to listen and empathise with others. <i>(PSHE Curriculum link: Year 4 Autumn)</i>	Module 3: Friendship To improve children's abilities to make friends and to cope with rejection and loneliness. <i>(PSHE Curriculum link: Year 3 Autumn 2; Year 4 Autumn 2)</i>	Module 4: Solving Problems To improve children's abilities to resolve conflicts. <i>(PSHE Curriculum link: Year 3 Autumn 2; Year 4 Autumn 2)</i>	Module 5: Changes To improve children's abilities to cope with change and loss. <i>(PSHE Curriculum link: Year 3 Spring 2; Year 4 Spring)</i>	Module 6: Moving forward To improve children's abilities to cope with worry and disappointment and reinforce the use of positive coping skills.

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Lilac Class Y4/5	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice		How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	
Turquoise Class Y5/6	What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society
Purple Class Y6	What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction		What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals,	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social

			communities and the environment; research and debate health and wellbeing issues		behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
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Resources:

PSHE Website: <https://www.pshe-association.org.uk/>

PSHE Curriculum Overview (A)

PSHE Education Planning Toolkit for Key Stages 1 and 2