



**Personal, Social, Health and Economic (PSHE)
for St Mary's and St Peter's CofE
Primary School**

Agreed- April 2018

Review- July 2019

Personal, Social, Health and Economic (PSHE) Policy

Date:	April 2018	Review Date:	Sept 2019
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Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including PSHE. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents. Our school is committed to working together in a Christian spirit of co-operation, courtesy, care and consideration.

St Mary's and St. Peter's school fully recognises the importance of Personal Social and Health Economic (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Introduction

This policy has been informed by National Curriculum non-statutory guidance KS1/2 (2000); Every Child Matters 2003; SEAL 2005; Initial Guidance KS1 and 2; Early Learning Goals for Foundation Stage; Local Authority Guidance and Diocese Guidance and the new National Curriculum Framework 2013.

Aims for the School Curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and achieve.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To support the school ethos of 'Life in all its Fullness' for all.

These aims reinforce each other, supporting the personal development of pupils, spiritually, morally, socially and culturally, and playing a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.

Rationale

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so 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. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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 and learning.

All schools have statutory duties to meet and, as Section 2.1 of the National Curriculum framework states,

'Every state-funded school must offer a curriculum which is balanced and broadly based

and which:

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

So it is evident that high quality, well-planned PSHE Education has a strong footing in the new curriculum. Furthermore, the DfE has published a guidance document on PSHE education, which states that the subject is: *'An important and necessary part of all pupils' education.'*

However, the guidance goes on to inform that, in order...*'to allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study.'*

PSHE plays a fundamental role in upholding St Mary's and St Peter's duty to promote British values, a responsibility outlined by the DfE in the document *Promoting fundamental British values as part of SMSC in schools*: 'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs'.

The Framework for PSHE

The scheme of work for PSHE at St Mary's and St Peter's will consist of 3 annually repeating topics:

- **Living in the Wider World;**
- **Health and Wellbeing;**
- **Relationships.**

Each will be covered twice by each year group, with at least one of these topics having an additional E-Safety focus as well as parent information meetings and ad hoc lessons with children as issues arise in the school, wider community or press etc. Also see IT Policy for e-safety guidance.

Curriculum Delivery

PSHE cannot always be confined to specific timetabled time. At St Mary's and St Peter's PSHE is delivered within a whole school approach which includes:

- Discrete curriculum lessons. – for example our curriculum map shows clear themes such as 'accepting differences' or 'rules and relationships' organised under each ECM heading;
- Classes have regular circle-times to focus on a particular discussion that is relevant and timely to a specific individual or group of pupils;
- Teaching PSHE through and in other subjects/curriculum areas;
- Through PSHE activities and school events – for example during National weeks/days, school focus days/weeks eg. Pause Days, Curriculum week, 40 Acts, Achievers' Assemblies and residential trips and assemblies;
- Through pastoral care and guidance – eg. Buddy system, Circle Time;
- Through 'house' competitions – House points and end of year rewards.

Foundation Stage

Reception children are taught the Foundation Stage of the National Curriculum, and we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.
- Classroom stories.

E-Safety

When ICT is used in PSHE lessons usage will be monitored and any e-safety incidents reported as necessary. Also see IT Policy for e-safety guidance.

British Values

St Mary's and St Peter's actively promotes the core British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and beliefs. In accordance with these values, which are at the heart of our school's Christian Values, extremist ideas will be challenged and opportunities for radicalisation prevented.

At St Mary's and St Peter's, British values are promoted in many ways; through specific teaching and learning opportunities (in particular our PSHE curriculum and our RE curriculums, which teaches the understanding of other faiths), Collective Worship and through our wider school activities.

At St Mary's and St Peter's we promote the **tolerance** of those with different faiths and beliefs through our Collective Worship programme which includes stories from different religious traditions and which encourages children to empathise with and pray for people of all faiths, from all over the world.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinators concerned.

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

Dealing with Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse or radicalisation, the teacher may raise this with the DSL/ DDSL/ Governor DSL/SPA or other members of the SLT who will decide whether to speak individually to the pupil and any further necessary action.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the DSL/ DDSL/ Governor DSL/SPA should be informed and the usual child protection procedures followed.
- Encourage active listening and mutual respect for differing viewpoints.

Assessment, Recording and Reporting

Assessment in PSHE at St. Mary's and St Peter's CE Primary School is about helping pupils become responsible citizens with a healthy lifestyle and compassion for others. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties. A record of children's progress is recorded at the end of the year on Target Tracker and in children's reports to parents.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Community

Whenever necessary, appropriate and possible, the school will seek to work in partnership with the local community, parents, outside agencies and relevant authorities in areas considered within this policy.

Parents will be informed regarding significant issues through newsletters and other communications including parents' meetings with invited guest speakers, if necessary. St Mary's and St Peter's School is working with local partners and agencies - such as the School Nurse, Borough advisors, Church and Diocese links, police and community officers, theatre education groups - to develop PSHE, including emotional health, sex and relationship education, drug education, safety, healthy eating, Prevent and physical activity.

Use of Visitors

"A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools. There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *Guidance on good practice, DPI - Home Office (1998)*

Roles and Responsibilities

The Headteacher has an overall responsibility for the implementation and monitoring of this policy in consultation with the PSHE co-ordinators.

Role of PSHE Co-ordinators

The Co-ordinators will:

- Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities;
- Establish a shared view of best practice to which all pupils are entitled;
- Lead policy development;
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum;
- Provide appropriate support and training for staff;
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme;
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement;
- Attend relevant LA courses and network meetings;
- Order and monitor resources.

Dissemination and Professional Development

This policy will be shared with teachers, governors, parents and pupils. Staff will be given regular opportunities to develop their thinking and skills in delivery of PSHE through staff meetings, INSET, induction for new staff, PSHE Network meetings (LA provided).

This policy will be reconsidered bi-annually unless circumstances demand an earlier review.

Evaluation

The Headteacher and PSHE co-ordinators will continually monitor and evaluate the effectiveness of this policy by reference to the ongoing achievement of its stated aims and procedures.

Equalities Statement

St Mary's and St Peter's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive unlawful or less favourable treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices

The objectives of the school are set out as to:

- Ensure the same range and quality of opportunity for all pupils, staff and governors (current and prospective) irrespective of their race, creed, colour, gender, age, sexual orientation, social background, disabilities or special needs;
- Provide pupils with the knowledge, skills and understanding to value the differences between people and to challenge prejudice and combat discrimination. By discrimination, we mean less favourable treatment;
- Eliminate unlawful discrimination;
- Promote good relations between people of different racial groups.

In addition children with disabilities (physical, emotional or financial) must be able to take a full and active part in every lesson and every measure must be taken to ensure full and equal access.

Assessment is as central to personal and social development as it is to any to any other learning process with regular reflection on personal experiences; provides information which can be indicative of pupils' progress and achievement.

The central role of self-assessment

The individual's feelings and responses must always be respected. Sensitive teachers understand that some aspects of personal and social development are not linear, for example, self-esteem can rise and fall through the influence of events at any stage of life.

- Any judgement about self-worth has to be made by the individual. It should be their decision whether they share it with others.
- Unlike knowledge and skills, it is inappropriate to assess pupils' values. However, pupils should be encouraged to reflect on how their personal values relate to those of the school and society, and on the consequences of challenging these values.

Assessment, therefore, should allow the learner to:

- Pose the questions;
- Make the judgement in the light of the evidence of his/her current strengths and needs reconsider and plan in terms of his/her growth and development;
- Have a positive impact on a pupil's self-awareness and self-esteem;
- Self-assessment can be influenced by the view of others. Information from a range of sources will help pupils to see themselves through the eyes of other people;
- Ask for support or further information.

What can be assessed?

- Factual knowledge and understanding, knowledge of facts (the effects of drugs, why hygiene is important, where support and help can be found) is the least difficult aspect of personal and social development to assess. Non-threatening approaches using quizzes, word searches, and games work best. Understanding and being able to apply knowledge may be observed and assessed in real or simulated experiences.
- Personal and social skills, schools must ensure that pupils have had opportunities to learn and practise these. They can be assessed in real or simulated activities.
- Assessment through other subjects and lessons eg. Science, playground- behaviour.

Who can be involved in assessing skill level and progress?

- • Individuals themselves, their peers and teachers;
- • Adults from outside school, for example, visitors can assess pupils' skills during cross-curricular activities and refer back to teachers

Promoting British Values

St Mary's and St Peter's CE Primary School actively promotes the core British values of democracy, individual liberty, the rule of law, mutual respect, tolerance of those with different faiths and beliefs. In accordance with these values, which are at the heart of our school's Christian Values, extremist ideas will be challenged and opportunities for radicalisation prevented.

We promote British values in many ways; through teaching and learning (in particular the PSHE curriculum), Collective Worship and through our wider school activities.

At St Mary's and St Peter's we promote the importance of **democracy** through:

- The open and fair voting processes for School Council and Sports Council, Junior Safety Officer and for many house competitions;
- Organising and taking part in the borough Pupil Parliament;
- Discussions between School and Sports Councillors and the Headteacher/Senior Leadership team about matters of concern to pupils;
- Carrying out regular Pupil and Parent surveys.

At St Mary's and St Peter's we promote the importance of **individual liberty** by:

- Giving the opportunity to choose to take part in school-run clubs and other optional activities;
- Encouraging child-led activities such as cake sales for charity;
- Supporting increasing liberty as pupils move up through the school to yr 6 e.g. Pupil Advocates, Wet Play Advocates etc.