

# SCHOOL POLICY FOR PSHE

**Co-ordinator:**

**Nicola Carter-Rix**

**Buddy:**

**Kay Ferriday**

**Date Adopted:**

**Jan 2022**

**Review by:**

**Jan 2025**

## How the Policy developed

This policy now updates the previous one developed in 2019. It is intended as a comprehensive policy that supports a whole school approach, based on the non-statutory framework given in the National Curriculum.

We at St. Leonard's school believe that we are part of God's family, following the example of Jesus Christ, and strive to put into action St. Paul's teaching on the fruit of the Spirit –

“love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control”  
Galatians 5. 22-23

Our vision and Christian values underpin everything we do as a school: our aims and ethos, policies, procedures, the design of our curriculum, how we treat one another, the decisions that we make and the school's management and governance.

## Intentions

- To continue to raise the profile and acknowledge the value and importance of PSHE and Citizenship across the whole school.
- To use PSHE associations guidance to planning, with Shropshire's Respect Yourself Programme.
- To ensure PSHE is identified on medium term planning.
- To give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- To provide pupils with as many opportunities and experiences as possible to enable them to be aware of their own worth and to realise that this brings responsibilities towards others. Pupils need opportunities to reflect on the changes and issues, which affect them and help them to decide how they can become responsible members of society.
- To continue to raise the profile of the School Council and increase its effectiveness in giving children a 'voice' within the school.
- To continue reviewing our practice with Anti-bullying as part of our teaching of PSHE
- To continue to effectively run both the Playground and Lunchtime Buddy Systems and to redevelop an anti-bullying committee.
- To continue to encourage healthy eating through PSHE, other curriculum areas e.g. Design and Technology, Science, and through extra-curriculum activities.
- To follow the updated school Equal Opportunities and Anti-bullying Policies, and to be aware of Child Protection issues and procedures.
- To follow the updated school RSE policy.

## Aims and Objectives

We are aware that PSHE includes aspects of school life not confined to the classroom e.g.

relationships including friendship, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Both will complement each other, as PSHE does not exist in a vacuum. Through the breadth of opportunities offered to children in the Foundation Stage and throughout KS1 and KS2, pupils will be encouraged to make choices and decisions in the issues that affect our lives. We aim to continue to value the relevant aspects of 'Every Child Matters,' giving all children the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The PSHE Associations Programme, identifies clear aims (See Below) which will be under pinned in our teaching and learning of PSHE

### Aims

The overarching aim for PSHE education is to provide pupils with:

- The accurate relevant knowledge
- Opportunities to turn that knowledge to personal understanding
- Opportunities to explore, clarify and if necessary, challenge, their own and others values, attitudes, beliefs, rights and responsibilities
- The skills language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

The programme breaks PSHE down into 3 areas, Health and well Being, relationships and Living in a Diverse World. With clear objectives and statements for learning for both Key Stage 1 and Key Stage 2.

During Foundation Stage, PSHE is taught within the area of 'Personal, Social and Emotional Development.' Which has been broken down into 3 sections; making relationships, self confidence-self awareness, managing feelings and behaviour, which will be monitored and tracked throughout the year.

Global Goals will also be reflected upon where appropriate in PSHE and in other curriculum areas, to promote an understanding of our ever-changing world and allowing the children to find a safe, happy and proactive place within it.

### **Principles of Teaching and Learning**

For both Key Stages positive self- esteem and confidence are important as foundations to enable children to be secure, motivated, confident and independent learners. As part of that learning children need to develop assertiveness and skills of negotiation, conflict resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children's personal safety should be addressed, and safe-guarding leads contacted where appropriate. Children also need to develop their role as a sensible consumer.

## **Equal Access and Outcome**

All pupils have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover level appropriate skills as well as areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that school's PSHE supports the personal and social development of children at home.

To be read alongside the following policies –

Single equality 2022

Behaviour 2022

Child Protection 2022

KCSIE 2022

Anti-Bullying 2022

## **Health and Safety**

The Health and Safety Policy will be adhered to. School visits will be planned carefully with regard to the requirements for educational visits.

## **Confidentiality**

The School/ LEA Confidentiality policy will be adhered to at all times.

## **Implementation**

The policy will be implemented following consultation with staff and governors. All staff will receive a copy of this policy and have had input in the review.

Delivery of the policy will be monitored by the Co-ordinator and Buddy.

## **Continuity and progression**

Medium term planning for Foundation Stage and planning grids for both key stages show the continuity and progression.

### Curriculum Organisation

- PSHE and Citizenship will be delivered as follows:
- Planned units of work with a main focus which links (Where possible) to termly themes.
- The main planned focus will be appropriate to the children at whatever stage of their primary life and curriculum coverage will ensure progression
- PSHE should become embedded in all areas of learning, teaching and learning in PSHE should be adapted to the times and needs of the children.
- As with all other areas of the curriculum PSHE in the classroom will be delivered through a range of strategies e.g. whole class or group discussion, circle time, videos, recorded work, drama etc.
- Cross- curricular links will be made whenever possible and identified in planning. The main curriculum area being studied will be evident in recorded work.

- Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate, and staff will use their professional judgement in this.

Through school's Acts of Worship, we follow key themes. Respect, Peace, Forgiveness, Friendship, Community, Creation, Compassion, Hope, Thankfulness, Service, Justice and Trust. All of which are relevant to PSHE and will be discussed at the level appropriate to the children. Assemblies are also forums for children to receive positive feedback and to celebrate their achievements at school and in the wider community. Children from KS2 are given responsibility for preparation of the hall. Children from both key stages participate in assemblies at various times.

## **Assessment and Reporting**

Assessment will:

- Actively involve pupils as partners in the assessment process
- Involve discussions with pupils about learning objectives and desired outcomes.
- Give opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.
- Give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes for the relevant activities.
- Be ongoing, re-enforce and reflect on previous learning to take into account the current needs of the children.

During Foundation Stage PSHE will be assessed as part of ongoing observations relating to the PSED (personal social emotional development) Tracking sheets.

Within KS1 and KS2 ongoing assessment of PSHE will be undertaken by staff and reported to parents via school reports.

## **Summary**

We intend that this policy will enable us to continue to develop a whole school approach to PSHE and Citizenship, with continuity and progression through classes and key stages.

We believe that our practice in PSHE and Citizenship helps our school to relate well to the local community by giving children the skills and understanding to play a positive and active role in society and within a wider and diverse world.

Our children are happy, confident and well motivated and have a wish to learn and be involved in all aspects of their learning. Our policy and practice promote equality for everyone.