



## **Stanley St Andrew's Church of England Primary School**

### **Personal, Social, Health and Economic Policy (PSHE)**

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

#### **Why do we teach Personal, Social, and Health & Economic Education?**

Stanley St Andrew's believes that a strong PSHE Education is important to help our pupils develop into well rounded members of society, who can make a positive contribution to their community. We are committed to investing in our pupil's health and wellbeing and by doing this, we assist the process of raising pupil's achievements.

Personal, Social, Health and Economic Education (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. Therefore, PSHE underpins our school ethos.

The teaching of PSHE helps in many ways to meet the objectives set out in The Children's Act 2004, Education Act 1996 and 2002, Childrens and Social Work Act 2017 and Keeping children safe in education 2022 (KCSIE)

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 self-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.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council.

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.

Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

### **How PSHE is taught?**

#### **Through the 'PSHE Matters' Scheme of Work**

'PSHE Matters' scheme of work includes 12 modules, running over a 2-year period and spanning across all key stages including Early Years (EYFS)

1. Drug Education - including how to manage risk and peer influences
2. Exploring Emotions - including how to recognise and manage feelings and emotions
3. Being Healthy - including the importance of looking after our mental health
4. Growing up - including the Sex Education element
5. Changes - including loss
6. Bullying Matters - including how to ask for help
7. Being Me - including identity and community
8. Difference and Diversity - including challenging stereotypes
9. Being Responsible - including looking after the environment
10. Being Safe - including online and offline
11. Relationships - including what is a healthy relationship
12. Money Matters - including enterprise

Through these modules children will cover the following -

#### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about a safe & healthy lifestyle based on accurate information.
- Learning about seeking appropriate help & advice.
- Learning about the nature and impact of immediate, local and global economic and social inter-dependence and environmental sustainability
- Learning about their community and the society of which they are a part
- Learning about how our society is structured and functions
- Developing the knowledge, skills and personal values to reflect on current affairs
- Developing pupils' understanding of rules and laws

#### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect & value difference & diversity.
- Having structured opportunities for the exploration of personal attitudes and values

- Exploring attitudes and values towards drugs, drug use and drug users

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning to make informed choices.
- Exploring the risks and consequences of their own and others' actions & choices
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Developing inter-personal skills
- Developing a sense of belonging
- Having opportunities to develop a positive self-image
- Learning about themselves
- Learning about playing a positive and active role as citizens

### **How PSHE is provided.**

1. Within the taught, age appropriate, spiral PSHE programme managed by the PSHE Co-ordinator.
2. Through other curriculum areas delivering aspects (e.g., Science, Drama, English/Literacy etc.) - PSHE is threaded through our entire curriculum to ensure a holistic approach to each child's individual development (e.g. a topic can lend itself to allow space and time for children to think through real life situations and have time to reflect on these).
3. Assemblies/Collective Worship
4. Pastoral support for pupils who experience difficulties.
5. By the provision of appropriate information through leaflets and books.
6. Delivery in response to incidents.

### **Teaching Methods & Resources**

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.

- PSHE Matters
- School Council
- Circle Time
- 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
- Drama and role-play

**PSHE lessons will be tailored to the pupils being taught, with consideration of:**

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.
- Current local and national concerns.

What to expect from PSHE sessions

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- If a child's question is inappropriate to address with the whole class, the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that encourages positive participation.
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

**Health Promoting Schools**

Stanley St Andrew's Primary School is working with local partners and agencies: such as Health Service, Community Police to develop a wider school community and to develop PSHE, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity.

**Equal Opportunities**

The school's programme of study for PSHE is designed to ensure that all children have full and equal access.

Children may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE that is relevant to their particular needs.

The school also recognises the need for extra, targeted work with vulnerable pupils.

## **Assessment & Recording**

Teachers assess the children's work by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

In PSHE there are two main assessment focuses:

- 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.

At the end of each unit, teachers will assess using the assessment grids and pass on to the PSHE Co-ordinator.

## **Policy Review**

This policy was approved for use by the headteacher on 2 May 2023.

This policy will be reviewed every three years in accordance with our schools' policy delegation schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.