



St John's Church of England Primary School

PSHE Statement.

MISSION STATEMENT

Learn and love together in God's Family

Using Jesus' example we aim to give our children '*the roots to grow and the wings to fly*' through:

- ✚ Compassion, respect, and forgiveness
- ✚ Sensitive and challenging teaching within a safe, stimulating learning environment
- ✚ A creative curriculum to inspire children and develop resilient, independent learners
- ✚ Meaningful Christian worship with a welcome for people of other faiths and cultures

Under the Education Act 2002/Academies Act 2010 all schools must 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.

This PSHE policy should be viewed as a component part of our whole school approach to curriculum planning and development. Our Curriculum Statement says;

"Curriculum Provision at Great Marsden St. John's Church of England Primary School
Our curriculum is underpinned by the National Curriculum (2014); we enhance this with planned opportunities that make up the wider school curriculum. Learning is always exciting and in a meaningful context for children. Where commonality exists between subjects and aspects learning is linked and lessons taught using a cross-curricular, skills based approach. Where this is not achievable subjects are taught discretely. In our curriculum, skills development is at the fore. We believe that the knowledge aspects of the Primary Curriculum should act as a vehicle for developing skills – both subject specific and for life.

We place a strong emphasis on the development of the basic skills necessary to be confident independent learners and successful adults. English and Mathematic skills are threaded through all aspects of learning as are the essential personal and life skills of the SMSC (Spiritual, Moral, Social and Cultural) curriculum.

At Great Marsden St. John's Church of England Primary School children develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics to themselves, whether that be age, disability, gender, race or sexuality. This is developed through the day to day Christian ethos of the school which permeates throughout all areas of school life, including the taught curriculum."

Other policies/statements to be considered in conjunction with this one are;
Behaviour for Learning Policy, Anti-Bullying, SMSC, RE Statement, SEN, AGT, Collective Worship, Public Equality Duty, Sex and Relationships Policy and the British Values Statement.

Our PSHE Curriculum has three core themes within which there will be **broad overlap and flexibility**:

1. **Health and Wellbeing** (Sex and Relationship Education (SRE), Drug Alcohol and Tobacco Education (DATE), Healthy Lifestyles and Emotional Health and Well-being).
2. **Relationships** (Safety (including Internet Safety and Child Sexual Exploitation), Sex and Relationship Education (SRE) and Anti Bullying).
3. **Living in the Wider World** (Citizenship, Economic Wellbeing and Financial Capability, Where to get help and Risk taking).

These are organised in a spiral curriculum with increasing detail and demands.

PSHE is a key driver in the development of a wide range of essential skills which underpin the growth of the whole child. At St. John's we call these our Characteristics of Lifelong Learning and we believe these to be –

- Exploring and Investigating
- Active Learning
- Creativity
- Social Skills

These, combined with the Christian Values which we foster in all we say and do, develop the whole child and prepare them for citizenship in modern Britain.

For many aspects of the PSHE curriculum there will be overlap with other subject areas, as well as within areas of PSHE learning. The teaching of PSHE is supported by subjects such as Science, RE, Mathematics, PE and Computing. Where commonality exists, subjects are linked. For PSHE this avoids PSHE education becoming a string of 'topics' or disconnected 'issues'. However, where this is not possible PSHE should be taught discretely. This can either be in weekly sessions or a block of time – whichever is best suited to the children.

The teaching of PSHE should acknowledge the differing starting points of children, either for personal, social, emotional, cultural, maturity or educational reasons. The planning of PSHE learning should reflect our ethos of active learning and draw upon good practice in other subjects – such as hot seating, conscience alley, magic mirror etc.

High quality PSHE provision is central to so many other areas of child development, notably SMSC. SMSC stands for spiritual, moral, social and cultural. All schools in England must show how well their pupils develop in SMSC. **Spiritual development** explores beliefs and experiences, develops respect and values, helps the discovery of oneself and the surrounding world, uses imagination and creativity and encourages reflection. **Moral development** helps to recognise right and wrong, understand consequences, investigate moral and ethical issues and offer reasoned views. **Social development** is about the use of social skills in different contexts, developing the ability to work well with others, to resolve conflicts and understand how communities work. **Cultural development** enhances the appreciation of cultural influences, encourages participation in culture opportunities, and helps all to understand, accept, respect and celebrate diversity.

Assessment of PSHE

Opportunities for gathering evidence of personal and social development can come through:-

- self assessment – the keeping of a diary, checklists or portfolio, pupils writing an end of term report on their own progress
- peers – observations of working in a group or role play
- whole group – feedback in reflection time at the end of lessons or a word wall of comments
- teacher – written records, observations of activities such as role play, tests on knowledge and understanding

- teacher and pupil – shared discussion about future targets and learning needs and setting personal goals for the future.

Teachers receive copies of the LIVE WELL LEARN WELL- a Lancashire view of PSHCE education in the primary school plus Book 2 Assessment alongside the syllabus, to support good quality assessment in PSHE.

It was produced by Michaela Underwood. January 2015

It will be reviewed in January 2016