



Scotforth St Paul's C of E Primary & Nursery School

Learning, growing and
caring as part of God's family

"I am the vine, and you are the branches.
If any remain in me and I remain in them,
they produce much fruit." (John 15:5)

SCOTFORTH

ST PAUL'S

CHURCH OF ENGLAND PRIMARY AND NURSEY SCHOOL PSHE EDUCATION POLICY

This policy should be read in conjunction with the Relationships and Sex Education Policy

Consultation has taken place	The school workforce	Governors	Families
	Spring 2021	Date: 4-3-21	Spring 2021
Date formally approved by Governors:			
Date policy became effective:	Summer 2021	Review Date: Summer 2023	
Person(s) responsible for implementation & monitoring	PSHE Lead: Patricia Browne, Link Governor: Headteacher: Alison Aylott		
<p>Purpose</p> <p>This policy covers our school's approach to all non-statutory elements of PSHE. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.</p> <p>PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, Spiritual, Moral, Social and Culture Education and encompasses our work within Christian Values and our British Values.</p> <p>We believe it is important because these skills will help our children to become better learners, get on better with other people and be responsible citizens. Skills developed through PSHE are part of every area of life. The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe.</p> <p>PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.</p> <p>This policy was produced by Patricia Browne (PSHE Lead) through consultation with pupils, staff and Governors.</p> <p>The policy will be available to parents and carers through the school website and on request from the school office.</p>			



Overall school aims and objectives

***'I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit.'* (John 15:5)**

Mission Statement

Learning, growing and caring as part of God's family.

At Scotforth St Paul's our mission statement's key principles says we help:

- Pupils positively understand their worth and potential – and that of others
- Pupils develop skill, knowledge and enthusiasm for ongoing learning through an inspiring curriculum
- Pupils grow in emotional and spiritual resilience, surrounded by God's love

Children need to be supported to cope with the pressures that our society places on them day to day so we employ a wide range of strategies to promote positive mental health and well-being. These include a comprehensive Personal, Social and Health Education (PSHE) Curriculum, and emotional support and mentoring when needed.

Curriculum Intent

We believe each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.

Scotforth St Paul's provides an engaging and memorable place-based curriculum, relevant to each individual child in their locality. Every child is entitled to a diverse curriculum which builds on and develops their life experiences, ensuring that they are offered equality of opportunity. Our curriculum ensures that it develops the whole child: their spirituality; their social and emotional mental health and well-being; their physical health; their academic success and their creativity and innovation. These aspects contribute to our children becoming local, national and global citizens for the future.

What values will underpin this policy?

At Scotforth St Paul's CE Primary and Nursey School we try at all times to live out our Christian Values, chosen by the school community.

Our Christian Values

Friendship, Perseverance, Creativity, Peacefulness, Trust, Compassion, Respect/Reverence, Thankfulness, Humility, Hope, Responsibility, Generosity, Unity, Courage, Service, Love, Freedom, Prayer, Truthfulness, Forgiveness, Justice, and Wisdom (as specified in our 4 year rolling Collective Worship programme)



BRITISH VALUES

Democracy:

Democracy is extensive within School. Pupils have the opportunity to have their voices heard through our School Council and Pupil Wellbeing Survey. Our School House system promotes rewards, such as end of term treats for which the pupils vote as a class.

The Rule of Law:

The importance of Laws, whether they be those that affect the class, School, or our country, are reinforced regularly in school assemblies, collective worship, PSHE, RE and other aspects of the curriculum. Pupils are taught the value and reasons behind laws: that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits to and visitors from authorities such as the Police; Fire Service; local magistrates; paramedics etc. are regular parts of our school calendar and help reinforce this message.

Individual Liberty:

As a School we educate and provide boundaries for our pupils to make choices through the provision of a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, through our cross curricular teaching of E-Safety, Computing and PSHE.

Mutual Respect:

School promotes respect for others and this is modelled by all staff within School and reinforced through class rules which are formulated by the class at the beginning of each school year. Our Christian ethos is based on our Mission Statement and Christian Values outlined above.

We have a focus value each half term which underpins daily acts of collective worship.

Respect for Different Faiths and Beliefs:

Scotforth St Paul's is blessed with a rich and diverse school community with children from all major world faiths, different cultures and countries. All our children are taught to understand and value each other and understand their place in a multi-cultural society. School works closely with parents and the community to ensure inclusivity. World faiths are celebrated in RE and in class, and members of different faiths are encouraged to share their beliefs and practices to enhance pupils' understanding. Members of other world faiths are invited to share their beliefs and experiences, and pupils visit a range of 'places of worship' as part of RE lessons throughout their time within School.



What are the aims and objectives of our PSHE programme?

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the PSHE three strands; *Health and Wellbeing, Relationships and Living in the Wider World*. Our PSHE curriculum will meet the statutory requirements of the 2020 Relationships Education and Health Education.

Children will have accurate and relevant knowledge of PSHE.

Children will have opportunities to create personal understanding.

Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.

Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

How will we ensure the curriculum is relevant to our pupils?

While promoting the values above, we will ensure that pupils are offered a balanced programme by using relevant local data and school information (such as CPOMS and attendance) related to Relationships/Health/PSHE education to inform planning and to address the identified needs of the whole school community e.g. Health Needs Assessment, Health LSIP, which includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances. Staff have worked together to create a unique and tailored whole school PSHE curriculum, which meets the current needs of our pupils by tailoring the PSHE Association Programme of Study and the Coram Life Education SCARF scheme to ensure broad, balanced and suitable coverage of the PSHE curriculum for our pupils.

What are our intended outcomes?

Children will understand, demonstrate and apply our Christian Values.

Children will understand, demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children at our school are equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world.

Children are equipped with skills that will allow them to grow into healthy and proactive members of society; who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by creating a 'Group Agreement' in September each year. Every class will start their PSHE learning each year by creating a list of agreed boundaries for use during PSHE, for example; we will listen to each other, we will not laugh at each other, we will not refer to ourselves when talking and talk about issues using the third person.



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We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by the school seeking to provide a safe, secure learning environment for HRE and PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. The school also seeks to ensure members of staff are role models for positive interpersonal relationships. The school can also offer where appropriate further emotional and social learning support through the use of our learning mentors. Lessons will always be delivered with a positive tone.

SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through use of a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by staff modelling our expectations to children through our own relationships in school with others- showing respect and valuing others.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that all children and their families are represented within our lessons. We will achieve this by using a range of resources and delivering our lessons without using our personal beliefs to influence the thoughts of others.

How will we ensure that our equalities obligations are fulfilled?

PSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE to deal with disadvantages facing those with a particular characteristic. PSHE will be accessible to all regardless of their gender or background. Through the delivery of PSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs. There are many different faith and cultural perspectives on aspects of PSHE. We aim to deliver PSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.



Parents and carers are key partners in PSHE and are best placed to support their children to understand how their learning at Scotforth St Paul's fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within PSHE. All children whatever their identity, developing identity, or family background need to feel that PSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using information passed on from previous teachers' in handover meetings including identifying any children who may need additional support. Teachers will also consider children's IEPs when planning units of work.

We will respect pupils' unique starting points by providing learning that is tailored to meet the needs of individuals.

We will ensure that pupils with special educational needs receive access to PSHE education through carefully planned lessons, with appropriate resources and additional adult support where appropriate.

We will offer challenge to our more able pupils by encouraging these children to reflect on their PSHE journey throughout school.

Timetabling PSHE education

There is not a set amount of time allocated to PSHE each week, staff are able to deliver PSHE using a flexible approach.

PSHE content is delivered in a variety of different ways:

- Discreet Curriculum time;
- Teaching through Contexts for Learning;
- Assemblies, class assemblies, class discussions and circle time;
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children;
- Planned learning will be recorded on weekly or daily plans.

It may be necessary to deliver some objectives over a series of PSHE lessons in a week and other objectives may be delivered discretely alongside other subjects.

Our PSHE education provision is mapped and planned effectively to allow for this flexible approach to learning, teachers are encouraged to adapt plans to suit the needs of their classes and to reflect on plans through jottings or discussion with the PSHE lead.

Our provision is further enriched by the whole school focus on well-being including the use of a daily stilling time. Our Christian School Values and Worships also provide valuable PSHE provision.



Who will be responsible for teaching the programme?

It will be taught by class teachers.

It will be supported by the PSHE lead, the staff team and SLT.

The school will support members of staff delivering PSHE to access appropriate CPD by regular of assessment of staff needs through the use of staff discussion and staff questionnaires. The PSHE lead will provide staff training during staff meetings and will provide further CPD as and when necessary.

The use of visitors to the classroom

External speakers may be used to enhance the delivery of PSHE. All external speakers deliver in line with our PSHE policy and safeguarding procedures.

- Be suitably qualified to deliver PSHE sessions.
- Be aware of the school policy on PSHE and work within this.
- Be supervised by a member of staff at all times when on school premises.
- Be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- Understand their contribution they make to the broader PSHE programme.
- Be suitably vetted prior to being booked.

An example of an external provider we use is the NSPCC.

How will we assess this learning?

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives the school curriculum map (available to view in the appendix and on the school website).

The PSHE lead will monitor through a range of methods including staff discussions and work scrutiny.

How will we involve and consult pupils?

Pupils have been involved in the creation of this policy through pupil feedback carried out Spring 2021.

Pupils' needs and issues, they are facing will be identified by class teachers, parents/carers and documents such as the Health LSIP.

Pupils' views of what is currently being taught will help to inform the curriculum by ensuring PSHE is being delivered regularly and that the content is appropriate. Their views will also help inform future planning- considering what they already know and what they feel they need to know more about.

Pupils will have opportunities to review and reflect on their learning during lessons using written work during lessons and through conversations (whole class, pairs or groups).



Monitoring, reporting and evaluation

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE co-ordinator on a termly basis to be kept in the PSHE portfolio. The portfolio will also include input by pupils.

Foundation Stage pupils will be assessed in line with baseline assessments and Foundation Stage profiles.

The link governor will come into school and speak to the PSHE co-ordinator when necessary. The governors will also come into school to observe and take part in other events. The PSHE lead will work closely with the link governor to ensure that our aims are being met.

When budget allows, staff will attend courses etc. to keep up-to-date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

The subject action plan will be reviewed regularly, to evaluate any current action points. The updated action plan will be available to the link governor and shared regularly with other members of staff.

What is our policy on confidentiality?

Every year in September each class will create a group agreement about confidentiality. Teachers are to remind pupils of this at the start of every lesson.

Everyone involved in PSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

How will parents and carers be involved?

PSHE is a partnership between Scotforth St Paul's and parents/carers. We recognise that in PSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that PSHE delivered within the school is explored in more detail within the context of individual families.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's PSHE policy and practice (letters/emails/ website).
- The curriculum content and organisation are shared and explained (knowledge organisers / explanation of what is covered and when).
- Answer any questions that parents may have about the PSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE in the school.

Any parents wanting more information about our PSHE curriculum can contact a member of the PSHE lead via the school office.



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Other aspects of school life that contribute to PSHE education include:

Opportunities to take responsibilities include School Council, Class Jobs, Year 6 Monitors, Class Assemblies and Rota Kids.

Opportunities to participate include end of year productions, a variety of clubs/teams, Year 6 residential trip.

Responsibility for the implementation of this policy.

Patricia Browne PSHE Lead is responsible for the implementation of this policy, with the support of the school leadership team and the link governor.

Policy will be reviewed Summer 2023.