



**PSHE Policy**  
**St Luke and St Philip's Primary School**  
**A Church of England Academy**

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**MISSION STATEMENT**

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

**ETHOS**

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

**DOCUMENT PURPOSE**

This policy reflects the values, philosophy and Mission Statement of St. Luke and St Philip's Primary School in relation to Behaviour Management. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

**AUDIENCE**

This document is intended to give a clear outline of the School's approach to the teaching of Science for all staff, governors, Cidari members and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the School's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari Multi Academy Trust. A copy of this document is available for the use of parents.

**AIMS AND OBJECTIVES OF PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP**

**Philosophy**

St. Luke and St. Philip's Primary School sets out, through its PSHE and Citizenship Policy to help give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become active, informed, responsible citizens. The school aims to provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of pupils and to prepare pupils for the opportunities and responsibilities of adult life.

The teaching and learning of PSHE and Citizenship in St. Luke and St. Philip's takes place in a Christian setting, where Christian values are built into the ethos of the school, whilst also encouraging an understanding of world faiths. The school sets out to foster the commitment and ability to live and work with others, to share resources and show concern and responsibility for others in the school and the wider community.

## Aims

The PSHE and Citizenship curriculum aims to equip children:

- To have an increased awareness of the world in which we live.
- With the knowledge to live in and contribute to our society as adults.
- To take responsibility for self, actions and consequences.
- To value and respect others and their opinions.
- To support pupils' spiritual, moral, cultural, mental and physical development and teach British Values.
- To solve problems when they occur and make their own decisions.
- To strive to achieve their full potential.
- To share in each others' achievements in and out of school.
- To be aware of potential hazards and dangers around them.
- With strategies to cope with difficult situations.
- With opportunities to develop self-esteem, self respect and to feel in control.
- To enable children to develop positive relationships and enable them to trust.

## **CREATING AND SAFE AND SUPPORTIVE LEARNING ENVIRONMENT**

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our safeguarding and child protection procedures, as stated in the policies.

## **EQUAL OPPORTUNITIES AND SPECIAL NEEDS**

Under the Equalities Act 2010, the teaching of PSHE will take into account the ability, gender, age, sex, gender identity, sexual orientation, readiness, family circumstances (such as looked after children) and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote the needs and interests of all pupils, irrespective of gender identity, sexual orientation, culture, ability or aptitude.

Through following the procedures set out in St Luke and St Philip's inclusion policy, we will recognise and respect pupil's different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, religious diversity, disability, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, religious diversity, faith or culture of their family, friends and wider community. Lessons will help pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. We will identify pupils' different starting points through use of assessment and prior learning tasks, such as KWL grids. We will respect pupils' unique starting points by providing learning that is appropriately differentiated and adapted to meet individual needs.

We will ensure that pupils with special educational needs receive access to PSHE education through careful consideration concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Learning support assistants will work with individual pupils where required, sometimes on a one-to-one basis.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all, as set out below.

## **TEACHING ABOUT LGBT+**

**As a school, we celebrate the similarities and differences and promote respect of others.** We do not tolerate homophobic, biphobic and transphobic bullying, but encourage children to explore

and celebrate the diversity in our world, including different types of families, including those who identify as lesbian, gay, bisexual and transsexual (LGBT+).

Discrete lessons on anti-bullying are taught as part of our PSHE scheme of work and anti-bullying week, for example comparing similarities and difference in different families and challenging and exploring stereotypes. When teaching LGBT+, resources from the following organisations should be used: Stonewall, Barnardo's, The LGBT Consortium, 'Learn Equality, Live Equal', The Rainbow Flag Award and METRO Charity.

When delivering discrete LGBT+ lessons, for example during Anti-Bullying Week, parents and carers will be informed through a letter explaining about the work that we will be doing and why we are doing it.

Respect for individuals will also be 'taught' on a daily basis, through the attitudes, ethos and positive representations of the different types of families and different gender identities. This could be through the use of posters, signs, stories and the teaching of historical or famous figures in the curriculum.

In order to tackle homophobic, biphobic and transphobic language, staff are to make sure the use of words like 'lesbian' and 'gay' are used in a proper, non-abusive context. Terminology such as 'tranny', 'you're such a girl' and 'that's so gay' can mean that young people are encouraged to see LGBT identities as negative, which means that young people with same-sex parents think their family is being equated with something bad. As a school, we take a zero-tolerance approach to negative language being used. If specific incidents arise during the day staff are aware of the need to spend time dealing with that situation on a class, group or individual level and will make time available. All staff must report this on a behaviour form and give it to the designated behaviour lead.

See Appendix 3 for further information and guidance.

## **THE ORGANISATION OF THE TEACHING OF PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP AT ST. LUKE AND ST. PHILIP'S PRIMARY SCHOOL**

### **Implementation**

St Luke and St Philip's Primary School creates a safe and supportive learning environment by:

- a shared mission statement
- a welcoming atmosphere
- a complete PSHE programme of study
- codes of conduct, encouraging positive behaviour through Behaviour Policy
- team work through use of House points
- the use of class Dojos to promote positive behaviour
- respectful relationships
- challenging discrimination and bullying
- raising and recognising achievement
- valuing all members of the school community
- School Council
- Celebration Assemblies
- Shared Worship
- Extra Curricular activities, such as sports clubs
- Breakfast Club
- Trips, such as residential stays
- Themed days, such as Aspiration Day
- Partnerships with parents and local communities

- Links with community partners

### Provision

Whole school approach:

- Discrete teaching time
- Teaching through other curriculum areas; see Appendix 1
- Teaching through special activities and events; see Appendix 2
- Teaching through pastoral care and guidance.

Discrete teaching time will involve teaching following the PSHE Association and PSHE 3D Dimensions Curriculum.

### Special events and activities

These include taking part in assembly, special reward assemblies, fundraising for charity and visits from various organisations to school.

Children have the opportunity to take part in staged performances for parents and other visitors.

The School Council meets weekly and has two elected representatives from each class from Y2 onwards. The aim of the School Council is provide a 'pupil voice', so that all children's opinions are heard. All School Council activities are monitored by members of staff.

School choir perform at local Cathedral and for a local sheltered housing scheme for the elderly.

After school clubs: There is a range of after school clubs, such as multi sports, crafts and cookery club.

We encourage the children to take on roles such as peer mediators, school prefects and head boy and head girl in order to promote positive behaviour and attitudes across the school.

### **The Framework for PSHE implemented using the PSHE Association Curriculum.**

The programme supports pupils' spiritual, moral, cultural, mental and physical development, teaches the British Values through building on the core theme areas as identified by the PSHE Association:

- Health and Wellbeing
- Relationships
- Living in the Wider World

### EYFS

Reception follow the Early Years Foundation Stage Curriculum which has Personal, Social and Emotional Development at the heart of its principals. As well as this, Reception uses the 3D Dimensions Curriculum to teach and explore PSED discretely.

The curriculum covers the key concepts and skills that underpin PSHE Education, matched in with the Development Matters Framework, in order to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life in Modern Britain. The Reception programme includes 25 story-based lessons designed to teach children about sharing, personal hygiene, E-safety, bullying and more.

## Key Stage One

The Key Stage 1 materials consist of 12 separate units organised into 70 individual lesson plans.

The 12 units are:-

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

Children are encouraged:

- To think about themselves, learn from their experiences and recognise what they are good at.
- To set simple goals.
- To recognise choices they can make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help them.
- To contribute to the life of class and school.
- To realise that money comes from different sources and can be used for different purposes.
- To understand rules for and ways of keeping safe, including basic road safety, and about people who can keep them safe.
- To recognise how their behaviour affects other people.
- To appreciate that family and friends should care for each other.
- To understand that there are different types of teasing and bullying, that bullying is wrong and how to get help with bullying.
- To take part in a debate about topical issues.

## Key Stage Two (see objectives/overview from scheme/PSHE Association/3D Dimensions)

Nine new key areas of study and exploration are introduced, along with the 12 key areas of study which are also covered in Key Stage 1. The nine new areas are:-

- Nutrition and Food
- Aspirations
- First Aid
- Collaboration
- Similarities and Differences
- Healthy Relationships
- Diversity

- Discrimination
- Enterprise

Children are encouraged to:

- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- Face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
- Find out about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- To look after their money and realise that future wants and needs may be met through saving.
- To research, discuss and debate topical issues, problems and events.
- To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To explore how the media present information.
- To recognise the different risks in situations and then decide how to behave responsibly, including sensible road use and e-safety, and judging what kind of physical contact is acceptable or unacceptable.
- To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'share a secret.'
- To understand school rules about health and safety, basic emergency aid procedures and where to get help.
- To appreciate that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.
- To be aware of different types of healthy relationships, including marriage, civil partnerships and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To be aware of cultural differences and tolerant of different faith groups.
- To be sensitive to other pupils' learning needs and to adopt a caring attitude to those with learning difficulties.
- To know where individuals, families and groups can get help and support.
- To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.
- To learn about the difference between, and the terms associated with sex, gender identity and sexual orientation.
- To learn that forcing anyone to marry is a crime; that support is available to protect them.

- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime.

Also see PSHE Association Suggested Programme of study documents for an overview for each year group.

### **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.
- Assessment for Learning.
- 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
- Drama and role-play.
- Giving pupils a voice through school council
- 'Ask it, basket', where children can ask sensitive questions

### **THE ALLOCATION OF TIME TO PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP.**

Up to 40 minutes per week is allocated to the discrete teaching of PSHE through circle time and work on topics. PSHE is covered in other subject areas as appropriate. The School Council meets once a week and special events take place throughout the school year. If specific incidents arise during the day staff will be aware of the need to spend time dealing with that situation on a class, group or individual level and will make time available.

### **MATERIAL AND RESOURCES**

There is a wide variety of resources available for the teaching of PSHE and Citizenship. The PSHE Association provide programmes of study and toolkits. The 3D Curriculum documents can be used throughout the school from Early Years to Y6. S.E.A.L resources are used when appropriate. Year 6 follow the 'Real Love Rocks' programme, which raises an awareness of what a healthy relationship is. There is a choice of resources to facilitate circle time.

When teaching about LGBT+, resources from the following organisations should be used: Stonewall, Barnardo's, The LGBT Consortium, 'Learn Equality, Live Equal', The Rainbow Flag Award and METRO Charity.

Material found in the Sex and Relations Education Policy and Drug Education Policy will also be relevant.

Most resources will be found in The Lilac Room or have been given to class teachers if relevant for the topic they may be teaching.

### **RECORD KEEPING, ASSESSMENT AND REPORTING**

In PSHE and Citizenship 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.

#### **Assessment**

KWL grids

Mark written work

Assessment for Learning, such as peer and self assessment

Observation of role-play or group work

End of Key Stage statements

Written records in children's Personal and Social Notes

Individual achievements of pupils will be recorded in teachers' medium and short term plans and will be summarised in the annual end of year reports

Pupil interviews by Subject Lead

#### **Recording**

Children's exercise books

Evidence/ scrap book with photos of role-play, group work, graffiti walls and displays

#### **SAFETY**

At all times staff will consider the safety of pupils and this will be reflected in classroom organisation, and adherence to school procedures and practices.

#### **PRESENTATION/DISPLAY**

Emphasis will be made to encourage pupils to take pride in the standards, quality and presentation of their work. Pupils work in PSHE and Citizenship will be displayed throughout the school at suitable junctures on a regular basis.

#### **EXPECTATIONS**

At all times staff will expect and demand that pupils produce work and behave in a way which fully reflects their best abilities.



## **INVOLVING PARENTS**

We are committed to working with parents and carers. We will offer support by publishing information about the PSHE programme of study on the school's website, through the yearly curriculum map and half termly curriculum map. We will also provide a homework grid including information and activities to promote PSHE at home. Parents are invited to events and celebrations to encourage and support the ethos of PSHE.

Legislation states that *'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum'*. We will communicate to parents about their right to withdraw their children through writing to parents to inform them of their right to withdraw their children from the teaching of sex and relationships education, before the lessons are due to be taught.

## **OTHER RELATED POLICIES**

All subject policies should indicate their contribution to PSHE and Citizenship in school.

- Sex and Relationship Education.
- Anti- Bullying
- Drug Education
- Child Protection.
- Equal Opportunities.
- Inclusion
- Behaviour Policy
- Health and Safety.
- EAL

## **USE OF VISITORS OR VISITS TO PLACES**

At St. Luke and St. Philip's Primary School all community based agencies who visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children actively and communicate at appropriate levels for the age group concerned.
- Make clear to children who they are, who they represent and what they are offering to children.
- Develop ways of speaking to children, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies attending the school, relevant staff ensures that:

- checks have been made with the LA
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed

Policy reviewed: January 2019

Agreed by Governors: \_\_\_\_\_

Next review date: January 2021

## **Appendix 1**

### **Discrete Provision**

This could include separately planned curriculum time with themes such as 'Anti-Bully Week' 'My Family' or 'Using Our Money' or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

### **Provision through teaching and learning in other subjects/curriculum areas**

Some subjects in the curriculum have opportunities to make links with the Framework through their programmes of study. See The National Curriculum handbook for primary teachers in England.

- English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- Mathematics: aspects of financial capability, counting and sharing.
- Science: (including medicines), sex, health, safety and the environment.
- Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- ICT: communicating with others via e-mail, finding information on the internet and checking its relevance.
- History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

## Appendix 2

### PSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between Health Promoting Schools Award (the National Healthy School Standard) PSHE and Citizenship and pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff is also important.

## Appendix 3

<https://www.pshe-association.org.uk/sites/default/files/psheall/Stonewall%20Primary%20Best%20Practice%20Guide.pdf>



### 1. ACKNOWLEDGE AND IDENTIFY THE PROBLEM

Your school policies should make clear that there is zero tolerance for homophobic, biphobic or transphobic bullying and language in the school community. Reference to homophobic, biphobic and transphobic bullying and language should be included in the anti-bullying policy, the online safety policy and the behaviour policy. As with any school policy, these should be developed in partnership with pupils, staff and governors. Incidents of homophobic, biphobic and transphobic language and bullying should be recorded and tracked over time.

### 2. EXPLAIN LANGUAGE

Your staff should be willing to explain to children in an age appropriate way, why it's important to use language in its proper context and what terms such as 'gay' and 'trans' actually mean.

#### RURAL PRIMARY SCHOOL, SOUTH WEST

*A key book at this rural primary school helped bring about a shift in culture as it captured complaints made by children when they were called gay. They no longer tolerated insults and expected their complaints to be heard and acted upon. But when it became apparent that pupils thought that it meant the word 'gay' was banned completely, school leaders realised that work needed to be done to explain the diversity of family relationships to pupils.*

### 3. INCLUDE DIFFERENT FAMILIES

Your school should recognise the difference and diversity of family life by displaying Stonewall's Different Families posters around the school, including different families in the school curriculum and stocking storybooks which feature different families and can be read aloud during circle time.

### 4. ENCOURAGE PUPILS TO BE THEMSELVES

By actively celebrating difference and diversity, you can challenge stereotypes and make clear to pupils that it's important that they're able to be themselves.

### 5. LEAD FROM THE TOP

This work doesn't succeed if it's just the responsibility of one individual. Staff doing this work need to know this is a priority of the school leadership. School leaders should also make sure their staff have the training and support they need to feel confident doing this work.

### 6. SUPPORT TRANSITION TO SECONDARY SCHOOL

You can prepare your pupils for entering secondary school by making clear they don't have to put up with homophobic, biphobic or transphobic bullying. By engaging with their feeder secondary schools, you can also ensure their policies protect difference and diversity too.

### 7. INVOLVE YOUNG PEOPLE

Seek children's involvement in work around homophobic, biphobic and transphobic bullying and celebrating difference. It gets your pupils' input and, just as importantly, their buy-in for the work.

### 8. ENGAGE PARENTS AND CARERS

Keep parents and carers informed about this work and encourage them to get involved. Being open about efforts to celebrate difference and diversity means it's much less likely you'll experience resistance from parents.

### 9. USE THE LAW

It's your school's responsibility to make sure pupils from all backgrounds feel included in their learning. Ofsted in particular now expects to see evidence of schools tackling homophobic, biphobic and transphobic bullying as part of its inspections. This alone is strong justification for doing this work, let alone your pupils' well-being and sense of self or the benefits to society in general.

### 10. LEARN FROM OTHERS

This guide highlights the excellent work many schools are already doing in this area. So, instead of reinventing the wheel, why not learn from the best practice of others? Stonewall's School Champions programme is designed to help you do just that, creating a network of schools to share best practice with one another.