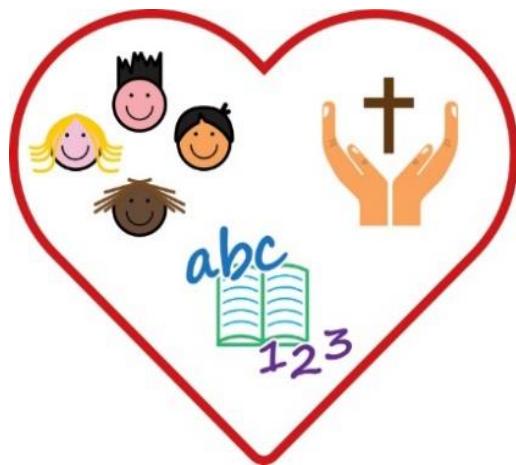


# **ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY**



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

**Reviewed: March 2021  
By: Zara Hope**

**Date of next review: March 2024**

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# **St Matthew's Church of England Primary School and Nursery - PSHE Policy**

## **St Matthew's Church of England Primary School and Nursery**

### **PSHE Policy**

As a school, we decided together that PSHE would not be taught as a complete standalone subject and that it would be at the heart of our whole school curriculum at St Matthew's. PSHE itself, builds upon many skills, attributes, and values that a child will need throughout their lives to develop into young citizens of today's on-going changing society.

Our mission statement links very closely to the PSHE education that we dedicate to provide for the children of our school.

#### **St Matthew's Mission Statement**

*"St. Matthew's C.E. primary school is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote spiritual, academic and emotional growth in a Christian environment welcoming children drawn from diverse cultures."*

As part of our PSHE whole school curriculum, we have looked at how values such as, Spiritual, Moral, Social and Cultural values (SMSC), British Values as well as our Christian Values also immerse into this whole school approach. Our school vision itself supports what we aspire and strive to promote for our children during their journey with us at St Matthew's and beyond.

#### **St Matthew's Vision Statement**

*Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.*

***We can all 'Be blessed by God, be happy and aspire to be...'***

#### **This policy is to be read in conjunction with:**

- RSE (Relationships and Sex Education) policy.
- Safeguarding/Child Protection Policy
- Equality Policy
- Science Policy
- Computing Policy

#### **1. Purpose of PSHE Education**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE (Personal, Social, Health and Economic Education). We define it as the foundation and centre of all children's education. We believe it is vitally important to educate children about how to keep safe and maintain a healthy mind and body and we firmly believe it is our responsibility to teach children valuable life lessons that will enable them to leave St. Matthew's as happy, fulfilled individuals who are confident to make healthy life choices and will make a positive contribution to society. Also, linking to our vision statement '***'Be blessed by God, be happy and aspire to be...'***

This policy was produced by the school's PSHE leader through consultation with pupils, staff, Governors and parents, and was devised and created to meet the individual and unique needs of pupils at St. Matthew's CE Primary School. Parental Engagement has been enabled through an electronic questionnaire in light of the

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COVID-19 restrictions. Parents and carers have been informed about the policy and curriculum content through the school website and on Class Dojo. Parents and carers can request a copy of the policy in paper form also. Parents and carers will be informed of any changes to the policy through letters, online-surveys, the website or Class Dojo.

### **2. Overall school aims and objectives.**

Our PSHE Statement of Intent:

At St Matthew's high-quality health and relationship education permeates through all we do. We aim to support all pupils to develop a deep sense of belonging within our school, community and wider world and to ensure they are happy, healthy and safe. It is our intention that all children learn how to build and maintain healthy relationships within school and are equipped with the knowledge and skills to take with them into adult life. We instill the values of compassion and respect for all and develop an appreciation for everyone. With SMSC, the fundamental British Values and our school Christian values at the heart of all we do, we ensure difference and diversity is celebrated. We aim to encourage the children to use their voice as a powerful tool for change and we nurture their ability to make healthy choices and decisions that prepare them for the future. We aspire for all pupils to leave St. Matthew's as happy, respectful citizens, who are prepared to make a positive contribution to society.

### **3. What are the aims and values will underpin this policy?**

The school's vision of ***Be blessed by God, be happy and aspire to be...*** will permeate through all teaching of Health and Relationships Education. Our School Christian Values is a basis for all Teaching. We promote the values of Hope, Compassion, Trust, Community, Thankfulness and respect. Our teaching is centered on preparing pupils for life, developing skills and knowledge that they will take with them on the next stage of their journey, allowing them to make a positive contribution to society.

Our teaching of PSHE also has strong links with British Values and SMSC (*social, moral, spiritual and cultural*) development by providing children with a safe environment to explore issues that are of importance to them and allow them to reflect on their own personal beliefs. Our teaching and curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development. This will help them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoints. All values have been carefully planned into our personalised curriculum.

### **4. How will we ensure the curriculum is relevant to our pupils?**

Whilst promoting the values above, we will ensure that pupils are offered a balanced curriculum. We ensure our curriculum builds on prior learning by working closely together as a staff team to create a curriculum with a spiral approach in every other year group. This is evaluated and reviewed each year so that teachers know what has been learnt previously. The spiral approach enables us to constantly build on those skills, attributes and values. This builds from the foundations laid in Early years and develops further within KS1 and KS2.

We have discussed, consulted, researched and used local data to help us to develop a personalised curriculum for the children at St Matthew's. We have developed themed units each half term with themed weeks linking all values and subject areas of the National Curriculum in some way to prepare pupils for the experiences, opportunities, and challenges of everyday life now and in the future.

Each year the curriculum policy and content will be reviewed for each cohort, to ensure that all children's needs are met. Not all children have the same experiences at the same age so this will be reviewed annually, depending on the cohort, where necessary. This process will be enabled by regularly gathering pupil and staff views through pupil interviews and audits, drawing on local and national data e.g. Health LSIP, analysing

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internal assessment data relating to behaviour and attendance through CPOMS, responding to local community issues and working in consultation with local services such as the Police and PCSO's.

### **5. Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by establishing class charters for PSHE in our PSHE floor books at the beginning of the academic year and continue to revisit at the beginning of every lesson. Class Charters are used to create and maintain a safe learning environment for staff and pupils. Members of staff will be positive role models for positive interpersonal relationships and pupils will be encouraged to talk to staff should they have any questions or concerns.

We ensure each class has an 'Ask it basket' in classrooms which are checked regularly should a pupil be in need of further support but would prefer to communicate this in writing. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by referring concerns to the schools Designated Safeguarding Lead (DSL), Miss Young or deputies, Miss N Parkinson, Mr M Mackley, Mrs L Walton. Any concerns will be logged using CPOMS as per the safeguarding policy. Please refer to the school's Safeguarding Policy and see the RSE Policy for responding to specific questions.

### **6. 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 personalised learning which meets the unique needs of individual pupils. Where pupils with SEND are in need of further support, appropriate intervention will be put in place. Pupils at St. Matthew's have access to a Pastoral Care Team (Inclusion Team) who meet with pupils regularly on an individual basis to discuss issues that are of concern to pupils. This covers a range of issues including self-esteem, friendships, family and home life. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as an additional language to ensure that all can fully access PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by respecting all viewpoints, creating a teaching environment where everyone is valued as an individual and no one should feel judged or apprehensive to share their views should they be different to their peers. Staff members model positive behaviours of listening and valuing each child.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by promoting the values of love and respect, alongside our other school values.

### **7. How will we ensure that our equalities obligations are fulfilled?**

At St. Matthew's we are fully committed to upholding the Equality Act 2010 and ensure pupils and staff treat everyone with dignity and respect in accordance with the nine protected characteristics;

- disability and educational needs
- age
- gender identity
- race
- nationality and ethnic or national origin
- religion
- pregnancy and maternity
- sex
- sexual orientation
- looked after children

## **8. PSHE & British Values**

The government set out its definition of British Values in the 2011 Prevent Strategy. The Department for Education state that there is a need...

"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

## **9. How will we ensure inclusion and differentiate learning?**

We will identify pupils' different starting points by using assessment information passed onto class teachers through the school's transition process, pupil progress meetings and through staff audits and questionnaires. This will enable staff to develop an understanding of the personal and social needs of the class and areas of development and next steps in relation to their personal development. We will respect pupils' unique starting points by providing learning that is differentiated according to need. Should further work on any key area be identified, this will be of priority to the class teacher as pupils change classes.

Class teachers will aim to educate and prevent issues arising within classes and cohorts through high quality PSHE but will also respond to issues should they arise within classes and cohorts. We will ensure that pupils with special educational needs receive access to PSHE education through differentiating learning and providing resources that pupils can access to enable them to make progress at their individual level. Should further work be needed with individual pupils, additional intervention may be provided.

Teachers and teaching practitioners work in partnership to identify individuals or groups where this may be necessary and further CPD can be provided to enable staff members to support pupils accordingly. We will offer challenge to our more able pupils by developing pupils' independent learning skills and growing pupils as leaders within group and class contexts.

## **10. Relationships Education**

DfE statutory guidance states that from September 2020, all Primary schools must deliver Relationships Education The Department for Education, Relationships, Relationships and Sex Education (RSE) and Health Education Guidance states;

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'*

*In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.*

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*'These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'*

Please see the RSE separate policy for more information on Relationships and Sex Education.

### **11. Health and Wellbeing Education**

Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

#### **KS1 & KS2**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **12. What are the aims and objectives of our Health Education programme?**

Our programme aims to educate pupils in making healthy life choices to ensure they are safe and happy. Our Health Education programme values the importance of physical and mental well-being and aims to provide children with the knowledge of how to keep themselves physically and mentally healthy and identify the early indicators should this not be the case. Pupils will be confident to communicate where to seek further help and support should this be needed.

### **13. What are our intended outcomes for Health Education?**

The learning outcomes of our programme will be that pupils will:

- know and understand the principles of maintaining a healthy mind, body and soul.
- understand they have a right to be taught the principles of how to maintain a healthy mind and body and can obtain support and advice when they are in need.
- understand they have a responsibility to make wise choices based on key principles taught for maintaining a healthy mind and body.
- develop the skills of balancing the short and long term implications of their decisions on their own bodily and mental health and well-being.
- develop the attributes of choosing to live and enjoying a healthy and balanced lifestyle.

### **14. Health Education Curriculum**

Health Education is taught explicitly within PSHE lessons and also in conjunction with PE, Science and Computing. The school uses materials quality assured and approved by the PSHE Association. Lessons will include a range of teaching techniques to make learning meaningful and have lasting impact on long term memory and future life learning. Formative assessment will be used to monitor progress and staff and parental feedback will also form part of the evidence of learning.

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### **15. Timetabling PSHE education**

We allocate the equivalent of between 45 minutes and 1 hour of curriculum time to PSHE education each week. PSHE is taught by class teachers to ensure key messages can be reinforced daily. PSHE is also enriched by daily acts of Collective Worship and theme weeks within our termly themed units such as 'Anti-Bullying Week' and 'Mental Health Week'. Additional information relating to these is shared on the Curriculum overviews and are shared on the PSHE page of our website.

### **Who will be responsible for teaching the programme?**

The curriculum programme and design will be led by the PSHE lead in partnership with the Headteacher and pupils. Class teachers will be responsible for delivering the PSHE curriculum to their own classes. The school uses the PSHE Association and quality assured resources to provide materials for the teaching of Health Education. The school will support members of staff delivering PSHE to access appropriate CPD by observing PSHE leads teach within school, team teaching, coaching, visiting other schools or attending external CPD.

### **16. The use of visitors to the classroom**

At St. Matthew's we may use visitors into school to supplement the teaching of PSHE. All visitors will have had a discussion with the PSHE lead or Headteacher before visiting to ensure the content to be discussed meets school and curriculum requirements. St. Matthew's is aware that is the responsibility of the school to ensure visiting speakers must only discuss issues at the request of the school and are to deliver content from a neutral and balanced viewpoint. This will be explained clearly to visitors beforehand.

### **17. Key Principles and Teaching Methodology**

As a school team, we decided that PSHE would be at the heart of our curriculum. We are continuing to develop how we can involve all our school values and subject areas to link with PSHE and the attributes that it gives.

We ensure learning 'starts from where pupils are' by gathering pupil voice and staff audits, relating to the unique needs of our pupils, from the previous years to monitor how we can tailor the reviewed curriculum. From here a clearly sequenced and progressive programme of PSHE can be designed.

Our curriculum design has been linked with a whole school approach to our values and other areas of the National Curriculum. Each termly theme links with our values and other subject links. For example, in the Autumn Term our whole school theme is 'Altogether Now'. This is based on team building and getting to know our classes and new teachers; we focus on being responsible and looking again at our school and class rules and the behaviour expectations and systems in school. We also link this to our Christian value 'Community' where we look at how we belong to a community, the rights and responsibilities this brings and how we can help our community. Each year group links their PSHE learning to match to how we can help the community. For example, this might be sending plants to the elderly, posters for picking up litter or making eco-friendly bird feeders. Each year group uses their pupil voice to decide what they do, and each year is always different.

We have also developed 'Growth Mindset' into our PSHE Curriculum using lessons from Shirley Clarke's 'Every Child the Learner'. Each half term children learn and are reminded of the growth mindset skills to help develop themselves as learners. We use Lego characters across the whole school to promote our school growth mindset. (September 2021.)

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. It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including e.g. Circle Time, Games, Role Play and Discussions. The over-use of worksheets will be discouraged. Work will be recorded in class floor books and each child has their own individual reflection book. The reflection book is to add their own views about what they have learnt in PSHE alongside and other personal reflections they wish to add. This reflection book will stay with the child throughout their time at St Matthew's and can also be used as an assessment tool.

### **18. How will we assess this learning?**

We will assess pupils' learning through their responses. These may be in their individual reflection journals where pupils will be asked to record their initial thoughts and understanding of a topic to establish their baseline, and will complete this again at the end of a unit of teaching to show individual progress. Responses maybe shown as a whole class in the floor books through KWL's and other baseline assessment resources. Oral responses and responses 'in action' also help to identify where learning has taken place, and can be particularly valuable in assessing the understanding of younger children.

### **19. How will we involve and consult pupils?**

Pupils have been involved in the creation of this policy through sharing their viewpoints about the topics they would like to see addressed within PSHE teaching. Pupils' needs and issues will be identified by regular analysis of internal data via CPOMS. Regular pupil interviews will take place to monitor the impact of teaching. At the end of each unit, children will voice their viewpoints on the topic that they have learnt and reflect on any other areas they may have liked to have covered within that unit. At the end of a child's journey at St Matthew's in Year 6. Children will carry out a questionnaire about their time at St Matthew's, what have they learnt and how could we make it better.

### **20. How will pupils' questions be answered?**

We will enable pupils to raise anonymous questions by using an 'Ask it, Basket' in the classroom for pupils to communicate questions in writing. For younger children, or for those who find it difficult to write, a trusted adult or friend may be asked directly.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Any concerns regarding a child, will be passed onto the School's Designated Safeguarding Leader and shared on CPOMS – See Safeguarding Policy. If a safeguarding issue is raised by an anonymous question we will speak to all pupils within the class on a one to one basis to establish who the pupil may be. Further support will be gained from Lancashire Children's Safeguarding Board, should this be deemed necessary by the Headteacher.

Please see the RSE policy for specific questioning and how we will deal with specific topics.

### **21. Monitoring, reporting and evaluation**

The school's PSHE leader, will regularly review the PSHE programme and ensure it matches the needs of pupils by carrying out pupil interviews and staff audits. The PSHE Lead will initially review the curriculum termly initially and thereafter annually, whilst the new curriculum is being implemented across school. The

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PSHE Lead will report to the Headteacher and other Senior Leaders as well as the link PSHE Governor, Rev Alistair McHaffie.

### **22. What is our policy on confidentiality?**

The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs. Referrals to external agencies will be treated with respect and confidentiality and only staff working in direct contact with pupils and families as well as the necessary Senior Leaders will be made aware. Such information will be treated in a similar manner to Safeguarding issues.

### **23. How will parents and carers be involved?**

At St. Matthew's we are committed to working with parents and carers and have an 'Open Door' policy within school. Should parents or carers require additional support, we will be able to direct them to further resources online or external agencies. Parental feedback and questionnaires will provide us with further information relating to the impact of the teaching of PSHE. Our school website will also direct parents to additional resources and materials to support teaching at home. As mentioned in the RSE policy, we will help and guide parents during the part of the year when we do puberty or sex education, so that parents and carers know what is being taught and also if we can provide any further information.

We will also involve our parents and carers in other ways like in our themed topics asking them to share their traditions, careers and also join in with our class creations e.g. Healthy café.

### **24. Other aspects of school life that contribute to PSHE education include:**

At St. Matthew's we are aware that children's Personal Development is enhanced through the wealth of activities we offer within the classroom and outside.

This includes:

- The opportunity for children to become a member of the School Council or Ethos Committee.
- Fundraising –  
Children in Need, Sport's Relief.
- Trips and Residential.
- Eco Warriors (Starting September 2021)
- Key stage Mindfulness and Wellbeing groups (Starting September 2021)
- Working in partnership with other local Primary and High Schools.

### **25. Responsibility for the implementation of this policy**

The PSHE Leader, Miss Hope, is responsible for the implementation and monitoring of the PSHE curriculum, under the direction of the Headteacher. The PSHE Governor, Rev Alistair McHaffie, will also hold leaders to account. A working group committee was formed to discuss the relationships and health and wellbeing education. All staff are responsible for living out the vision and values of the school and for modelling and promoting healthy relationships. The PSHE Leader will seek further advice should they feel this necessary through Continuing Professional Development such as attendance at local Cluster Meetings or through contacting Lancashire's PSHE Consultancy Team.

### **APPENDIX:**

Reference has been made to the following documents to support the writing of this policy:

- PSHE Association Programme of Study for PSHE Education, Updated for 2020, Key Stages 1-5  
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- PSHE Association Programme Builders for PSHE, Key Stages 1-4
- PSHE Lead's Pack KS1 and 2
- Department for Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019
- Keeping Children Safe in Education, June 2019, Department for Education.
- Equality Act (2010)

St Matthew's PSHE curriculum documents can be found on the school website PSHE page under curriculum.