



## **St. Nicholas C of E Primary School**

### **PSHE Policy**

#### ***Our Vision Statement***

***“To maximise the learning potential of every pupil within the love of God.”***

Date reviewed: November 2020

Reviewed by: S. Coe

Approved by Headteacher: November 2020

Date of next review: Autumn 2021

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## **Statement of Intent**

St Nicholas 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.

Our school's overarching intent for our pupils is to provide a Personal, social, health and economic (PSHE) education programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

From 2020, we must provide a relationship and health education (RS&HE) to all pupils. As we already deliver a PSHE sessions; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations. Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

## **Right to withdraw**

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory / non-science components of sex education within PSHE.

## **Implementation**

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas.

### **Core Theme 1: Health and Wellbeing**

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

## **Core Theme 2: Relationships**

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

## **Core Theme 3: Living in the Wider World**

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

## **Impact**

Through our PSHE curriculum, we believe that at St Nicholas we are preparing children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world. Our children will have respect for themselves and others. They will continue to develop positive and healthy relationship with their peers both now and in the future. All pupils at St Nicholas will know more and remember more surrounding the topics covered in the PSHE curriculum.

## **Key roles and responsibilities**

The governing board has overall responsibility for the implementation of the school's PSHE Policy.

The Headteacher has overall responsibility for reviewing the PSHE Policy.

The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

## **Safeguarding, reports of abuse and confidentiality**

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

## **Teaching methods and learning styles**

We teach PSHE & RS&HE in a variety of ways. We have dedicated curriculum time/lessons, where teachers, using the St Nicholas scheme of work developed from the PSHE Association's Primary Toolkit, deliver the lessons.

Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- Themed weeks; our children take part in themed weeks and whole school events.
- Visiting speakers such as health workers and the police, to broaden the curriculum and share their real-life experiences.
- A variety of clubs.
- External programmes such as: Headstart Bounce Forward and Healthy Heads (PSHE and PE programme).

### **Tailoring PSHE**

The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.

Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.

All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

### **Assessment**

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written responses, discussion groups and quizzes, in order to monitor progress.

Evidence of children's understanding and any activities completed will be stored in the PSHE scrapbook