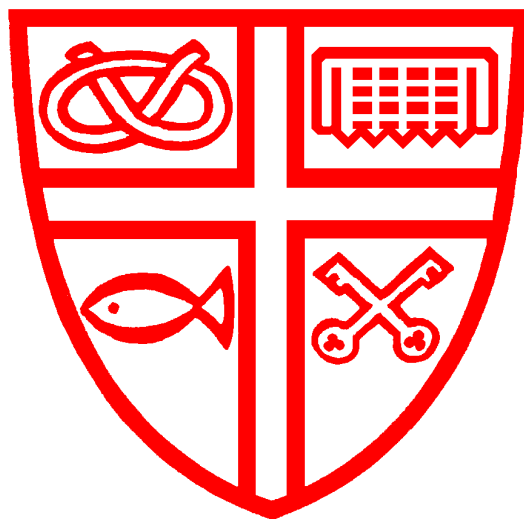


St. Peter's C of E (VA) Primary School Caverswall

Love Christ
Love Learning
Love One Another



PHSE

2020 - 2022

St Peter's CE(A) Primary School

PSHE Policy

Introduction

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

At St Peter's School we regard PSHE as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

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Aims

The aims of PSHE fall into 3 core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

1. Health & Wellbeing

Pupils will be taught;

- what constitutes a healthy lifestyle.
- how to maintain physical, mental and emotional health and wellbeing.
- ways in which we can keep physically and emotionally safe.
- how to manage change, including puberty, transition and loss.
- how to make informed choices about health and wellbeing.
- how to respond in an emergency.
- to identify different influences on health and wellbeing.

2. Relationships

Pupils will be taught;

- How to develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- how to recognise and manage emotions within a range of relationships.
- how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

3. Living in the Wider World

Pupils will be taught;

- about respect for self and others and the importance of responsible behaviours and actions.
- about rights and responsibilities as members of families, other groups and ultimately citizens.
- about different groups and communities.
- to respect equality and be a productive member of a diverse community.
- about the importance of respecting and protecting the environment.
- about where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives.
- Have a basic understanding of enterprise.

Curriculum Provision

PSHE cannot always be confined to specific timetabled time. PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time.
- Teaching PSHE through and in other subjects/curriculum areas.
- Specialised assemblies.
- PSHE activities and school events.

- Pastoral care and guidance.
- Visiting speakers.
- To aid our delivery of PHSE we follow a structured, whole-curriculum framework which ensures progression throughout the school. Staff are provided with a list of organisations, websites and resources which support the delivery of the curriculum.

Social Skills

These are often considered to fall into two categories - the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

It is important to develop these aspects of learning in the primary curriculum because:

- They underlie almost every aspect of life.
- They enable children to be effective learners.
- They enable our children to get on with other people.
- They enable our children to be responsible citizens.

During Key Stage 1

Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

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During Key Stage 2

Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from St Peter's. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Strategies

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Classes are organised in such a way that children are able to participate in an open friendly forum where classroom rules of behaviour have been agreed.

- Staff follow expectations for teaching and learning set out by the subject leaders and school policies.
- Effective use of time is essential with pupils getting off to a flying start after each transition point - break, lunch, assembly and the start of the day.
- All staff must model the highest standard of English and maths through their speech, handwriting, presentation and spelling.
- Understand how children learn and incorporate into lessons the teaching style most appropriate for the year group.
- Staff must create a positive atmosphere for learning including following the behaviour policy, providing a stimulating learning environment, promoting independence and responsibility, pushing the children out of their comfort zones and celebrating effort and success.
- Staff share high expectations at the beginning of the lesson and provide a clear picture of what work is expected, what the standard of work looks like and model what pupils should be doing.
- Staff share information in a clear manner that has been planned to reduce cognitive overload.
- Staff use a range of styles / pedagogies which fit children's needs - scaffolding, modelling, questioning etc.
- Staff provide guidance throughout the lessons to push progress.
- Staff adapt lessons / suite of lessons to ensure that children are meeting the standards for their year group and to make lessons inclusive for all.
- Staff support children to reflect on learning each lesson against focused objectives.
- Staff ensure that previous learning is constantly reinforced and maintained such as handwriting, punctuation and spelling rules.

Relationships within School

At St Peter's we know that where excellent relationships between stakeholders exist the learning will be stronger. Children who feel valued then become engaged, motivated pupils who work hard and are proud of their work. Relationships at St Peter's Primary School are based on an atmosphere of trust and respect for everyone. Our School Motto is '**Love Christ, Love Learning, Love one Another.**' Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe and happy environment. The children have an active School Council where two children from Year 1 to 6 are elected to represent the class' views.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that St Peter's PSHE supports the personal and social development of children at home.

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Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. After each unit teachers also record their assessments on the school shared area. Recording of work will be in a form appropriate to the planned focus and will be shown in teachers' planning. Evidence of PSHE may be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Other Policy Links

- RSE Policy
- Valuing Diversity and Promoting Inclusion and Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness regularly.

Policy Date: March 2020

Review Date: February 2022

The Teacher responsible for PSHE in this school is:

Miia Lees

The Nominated Governor for PSHE is:

Sue Simcock

Policy discussed and agreed by Governors March 2020

Signed: _____ Chair of Governors

Date _____

