St John the Evangelist C of E Primary School

PSHE Policy 2021

1. **Vision**

**‘Children are a gift from the Lord’**

*‘St John’s is a caring, Christian community striving to support its members to achieve their God given potential. Exploring our unique gifts and raising aspirations, we prepare our children for the challenges of the modern world. Following Jesus’ example, we seek to grow good people who can make a difference.’*

As a caring Christian community built on Compassion, Trust, Friendship and Hope our work and vision is based on the core values stated above alongside the additional values of Courage, Perseverance, Humility, Forgiveness, Wisdom and Thankfulness. These values clearly state our firm belief in God overarched by the values of Respect and Responsibility and our school ethos, all of which is encapsulated in the school’s Mission Statement.

1. **Aims**

Personal, Social, Health and Economic (PSHE) education is one of the whole school approaches we use that gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. At St. John’s, we believe that PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

At St. John’s we realise the impact and importance positive attitudes towards learning and high self-esteem can have on the progress of a pupil. Following on from staff training on ‘My Happy Mind’, it is planned that from Sept 2021, children will be introduced to this concept and will, as part of our healthy bodies healthy minds approach, be taught how their brain works, how new connections are formed and how to become resilient learners.

**Statutory Requirements**

This PSHE Policy has been written to ensure St. John’s meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy also takes into account the DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)’, ‘Teaching Online Safety in School (June 2019)’ and ‘Parental Engagement on Relationships Education (October 2019)’.

From September 2021, Relationships Education and Health Education are **compulsory** in all schools providing primary education. At St. John’s, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula.

1. **PSHE Curriculum**

**Intent**

To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this children will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

**Implementation**

At St John’s we follow the PSHE Association Programme of Study which provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. The PSHE Association provides tools for a spiral curriculum, which ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning.

There are three core themes that will be covered throughout both key stages which include:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

We also place importance on Keeping Safe Online with children receiving ongoing lessons as well as block units.

All subjects, where possible, make a link to PSHE, British Values and SMSC and the language is used consistently by all staff. Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term.

This curriculum is further boosted by Circle times mostly in KS1 as well as form time discussion topics and ‘Thought for the Day’.

Opportunities are given for Greater Depth children to develop their own line of enquiry.

Provision is made for children who are vulnerable to meeting age-related expectations to enable them to access year group objectives wherever possible.

Provision is made for children who have SEND to access year group objectives where possible; interventions are also in place when needed to support children further.

Opportunities are given for consolidation of learning from previous years and differentiation is used as appropriate to meet the needs of all children.

All year groups plan lessons to ensure that the children develop their understanding of the subject, building on previous knowledge. This will be done with a question-based approach following a two year rolling cylce.

Children are assessed throughout the year on their understanding of the unit they have been studying. Children are identified as emerging, expected or exceeding.

Pre and post learning assessments are used, alongside reflections on learning where the children record their thoughts on the unit work they have been studying using their Reflective Journal.

Pupil interviews are conducted across school in order to further assess knowledge and understanding.

As a result of high quality teaching and engaging experiences, children are well prepared for the next stage in their education.

**Impact**

Children demonstrate:

* the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
* a healthy outlook towards school – attendance will be in-line with national and behaviour will be good
* achieve age related expectations across the wider curriculum
* have good physical and mental health
* have resilience to ‘bounce back’ when faced with adverse childhood experiences
* will have a growth mindset
* develop positive and healthy relationship with their peers both now and in the future
* understand the physical aspects involved in RSE at an age appropriate level
* will have respect for themselves and others
* will have positive body images

# **Teaching and Learning**

PSHE is taught as part of a spiral curriculum and across the wider curriculum where appropriate.

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;

All teachers will endeavour to provide a safe learning environment through the establishment of clear

* Ground Rules which are made explicit to the children and reinforced consistently;
* Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
* Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;

The curriculum offers discreet whole school themed days/weeks on:-

* Anti-Bullying
* Keeping Healthy, Keeping Safe
* Internet Safety
* Mental Health/Emotional Wellbeing

Teachers will deliver the PSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way. Pupils will be able to ask questions anonymously through the use of the “Ask it Basket”.

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Teachers use a range of assessment strategies to track pupils’ progress towards our published learning outcomes. This may include self-assessment and peer assessment. Children complete pre and post unit assessments in each unit to demonstrate their development. Class Teachers gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

A range of teaching strategies will be used as appropriate. These will include:

- Circle time

- Role play

- Discussion: Whole class, small group, 1:1

- Visitors, e.g. Internet safety workshops, Fire Brigade, and PCSOs

- Stories e.g. exploring behaviour of characters

- Creative and pupil-initiated activities

Discrete PSHE lessons are timetabled along with PSHE being taught at specific events, activities and through weekly circle time, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, Celebration Assembly. We offer children the opportunity to hear visiting speakers, such as health workers, police, representatives from the local church and other faiths, whom we invite into the school to talk about their role in creating a positive, supportive and diverse local community. All classes use circle time to promote and discuss issues within PSHE. The elected School council, house captains as well as sports ambassadors are actively involved in promoting PSHE and Citizenship issues. On top of PSHE teaching in the classroom pupils are also offered a five-day residential visit in Year 6 where there is a particular focus on developing confidence, team work skills and self-esteem. Pupils are also given opportunities to develop leadership and co-operative skills.

Children’s understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. house points, stickers, certificates in Celebration Assembly and special event assemblies.

1. **Parental and Community involvement**

Parents are invited to join in events in regular school, such as class collective worships, workshops or specific events on relevant themes. Parents are regularly informed of events and developments on the school newsletter. Working with parents is a vital part of the whole school approach to PSHE. There will also be links with local businesses and councillors, as part of the work in Citizenship and promotion of British values. We also work closely with the local church and strong links with clergy from our local parishes. We involve outside agencies e.g. NSPCC, Health Visitors, Children and Young People’s Nurses, Police Community Support Officer, Fire Service and dental health advisors. This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for the children.

# **SEND**

Teachers will plan in different ways and use 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. This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014.

High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at St. John’s are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

# **Confidentiality, Safeguarding and Child Protection**

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2020.

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.

Teachers will be aware that effective PSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

1. **Monitoring and Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Local Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Local Council to ensure that the school policy is administered fairly and consistently.

The Local Council reviews this policy annually.