

St. James' CE Primary School



PSHE Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Date of approval: Nov 2023

Review by: Nov 2024

Review and updates may occur prior to Nov 2024 if there are statutory changes or changing guidance to the National Curriculum

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Vision

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel unpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' C of E Primary School is committed to the safeguarding of our pupils and staff.

St James' CE Primary
(A Christian School Driven by its Vision & Values)

PSHE Policy

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

PSHE teaching aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. PSHE underpins life at St James connecting to our School Vision, School Values and the British Values.

Our vision is: Within our community, we strive to develop deep roots, strong growth and the freedom to flourish as a unique and whole child of God.

The Department for Education (DfE) is clear that PSHE is an 'important and necessary' part of children's education. 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.'

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our RSHE policy for details about what we teach, and how we decide on what to teach, in this subject. RSHE policy available to view on our website

<https://www.stjamesenfield.org.uk/page/?title=Curriculum+Policies&pid=115>

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year.

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Suggested topic delivery overview - Year by Year Breakdown

IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								Summative Assessment
	Summative Assessment	Summative Assessment							

IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

The PSHE Association has a recommended PSHE Programme of Study with 3 core themes for Primary PSHE:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World: economic wellbeing and being a responsible citizen.

CORE THEME: HEALTH AND WELL BEING

This area of PSHE teaches children:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including puberty, transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

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Pupils will learn things like the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity. This is just a snapshot of the many elements that the Health and Wellbeing core theme covers.

CORE THEME: RELATIONSHIPS

This theme includes:

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

Among other things, children will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

CORE THEME: LIVING IN THE WIDER WORLD

Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to 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
- The part that money plays in people's lives
- A basic understanding of enterprise

Some of the things children will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

3.2 How we teach it

PSHE is delivered implicitly as well as explicitly, through many areas of school life including but not exclusively collective worship, circle time, buddies, year group helpers, class discussion, extracurricular activities and campaigns like Anti-Bullying Week, lessons and activities on different world religions. These all-support teaching children the principles of PSHE.

Teachers and Teaching assistants are confident to identify when opportunities for a 'teaching moment' arise and flexible in ensuring time is made within the curriculum to meet the needs of all the children.

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In the Early Years Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. Children are supported to progress their Personal, Social and Emotional Development on a daily basis through play-based activities and role play. Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom. Adults in the EYFS are able to have numerous opportunities daily to link PSED cross curricular.

In KS1 and 2, teachers will teach PSHE throughout the curriculum and in relation to the PHSE Programme of Study three core themes. Teachers will use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.

PSHE is taught weekly in each yr group as a specific lesson. Some areas of the PSHE curriculum are interlinked through other areas of our curriculum, or covered as part of our wider school offer, for example in assemblies, whole-school events or circle time. PSHE is taught by teachers.

All children are included in lessons and their ideas and opinions valued. Provision is made to support children who may have particular or specific needs. The school has a sensory room and smaller working areas where children can be supported individually or in small groups to develop their social skills, understanding their emotions and anger management with adult support and peer role modelling. Some children take part in functional life skill sessions, preparing them for life beyond home and school and how to cope with everyday activities and tasks.

We have a school play therapist to support specific children with talking and play therapy.

The school has an open-door policy and regular contact with parents to encourage working in partnership with the school.

- Trusting relationships are built with adults throughout the school and all staff are trained in Child Protection and safeguarding, enabling children to have choice and a variety of people to talk to.
- Resources are age appropriate, non-discriminatory and in accordance with the values of the school. Where some resources chosen will appear discriminatory - these are used to challenge misconceptions, negative images, messages and stereotypes.

ANSWERING DIFFICULT QUESTIONS

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE and PSHE. There must be clear parameters within the class as to what will be taught in whole class setting and what will be dealt with on an individual basis.

DEALING WITH SENSITIVE QUESTIONS

- Clear parameters about what is appropriate and inappropriate are discussed whole class.
- Teachers set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children are encouraged to write down questions anonymously and post them in a question box; the teacher has time to prepare answers to these before the next session.
- Teachers are not drawn into providing more information than is appropriate to the age of the child.
- Teachers listen to children but not lead or further question the child, in line with the school's child protection guidelines.

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- If a teacher is concerned that a pupil is at risk of abuse this will be noted down and the usual child protection procedures followed.

4. Roles and responsibilities

4.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

4.2 The headteacher

The headteacher and PSHE leader are responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

Assessment and Reporting on Learning

In PSHE and RSHE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHE is reported to parents in the end of year record of achievement where personal, social and the child as a learner are a main focus.
- Termly teachers update their class profile for SEN children where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

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Foundation Stage

- Staff will make observations of children using the Early Years outcomes and Early Learning Goals in the three areas of PSED (Personal, Social and Emotional Development) – Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour

The delivery of PSHE is monitored by Maria Piscitelli PSHE Leader through: pupil voice, learning walks, monitoring class floor books.

This policy will be reviewed every 3 years. At every review, the policy will be approved the governing body and head teacher

6. Links with other policies

This policy links to the following policies and procedures:

Behaviour policy

RSHE policy

Anti- bullying policy

Safeguarding policy

Equal opportunities policy

Online safety policy

Date policy reviewed: November 2023

Next Review: November 2024