



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

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PSHE Policy

Principles

At St. George's we recognise each person as an individual and PSHE should provide opportunities, through an age appropriate and progressive curriculum, our children will gain the knowledge and skills required to stay healthy, happy and safe, and thrive in their futures. Our PSHE curriculum will contribute to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.

Intent

The PSHE programme aims to:

- To support children developing the essential skills for future employability and achieving economic wellbeing.
- Support children in developing the capacity to be active and effective global citizens now and in their future.
- To remove barriers to learning experienced by pupils and improve their capacity to learn and achieve.
- Deliver an RSE curriculum that is age appropriate and is driven by the idea of prevention rather than cure.
- To design and resource an RSE programme of work which enables pupils to be safe and understand and develop healthy relationships now and in their future.
- To ensure pupils know how to access support when required at any time of day.
- To encourage parental involvement in the development of our curriculum and policies to ensure it is fit for purpose meeting the needs of our children and the community we serve.
- To provide a safe and happy learning environment where children can express themselves freely.

- For pupils to be encouraged to talk openly about their mental health and access support as and when required.
- Teachers know that pupils are making progress and are well prepared for the next stage of their educational journey.

Pupil voice will be vital to the development, monitoring and evaluation of our PSHE and RSE curriculum.

Implementation

- PSHE teaching is delivered using a variety of methods. These include discrete curriculum time, this includes Circle Time; cross-curricular work; involving pupils in the life of the school and the wider community; input from visitors/outside agencies e.g.school nurse and special activities/school events such as the NSPCC and people who help us in our community.
The PSHE Subject Leader co-ordinates the teaching of PSHE which includes: SEAL, DATE, Relationships and Sex Education and Circle Time.
- PSHE is delivered by classroom staff (teachers in the first instance, supported by TAs or delivered by HLTAs only) and is supplemented by outside visitors.

National Context

The national context for PSHE.

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, social and cultural development of pupils at the school and of society; and
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

'Every Child Matters' requires the outcomes for our children

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution and
- achieve economic wellbeing

If our school is a place of learning and our intention is to create independent young people , it is essential that we provide the learning to enable our students to take gradual responsibility for these outcomes.

The National Curriculum has three statutory aims, for all children to become:

- Successful learners
- Confident individuals and

- Responsible citizens

This policy is in line with guidance from the DfES (www.dfes.gov.uk), the National Curriculum (www.nc.uk.net), the QCA (www.qcda.org.uk) and Teachernet (www.teachernet.gov.uk) as well as the Healthy Schools Programme, of which the school is part.

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Spiritual, Moral, Social and Cultural Development+ Cross Curricular Links

Personal, social and health education help to give pupils the knowledge, skills and understanding they need to live confident, healthy independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences, across and beyond the curriculum. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils 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 in today's modern society.

PSHE links seamlessly with other subjects. In all other curriculum areas, there are opportunities to develop the knowledge, skills and understanding which pupils require to become confident, healthy, resilient individuals. Working as part of a class or group, respecting the rights and needs of others, discussing issues and sharing opinions, agreeing and following rules, setting personal goals and facing new challenges positively, all contribute to the development of the individual, their relationships with others and their future role as citizens.

Circle Time enables children to explore relationships, new concepts and topical issues, within a safe, controlled environment. Circle Time rules promote tolerance, respect, active listening and understanding in each class. The use of a whole school planning approach enables the co-ordinator to ensure cohesion across all year groups (including EYFS). By using circles at the same time, we demonstrate a whole school approach to listening, sharing and responding to what our children have to say.

Learning Environment

All year groups use displays to celebrate achievement and as a learning tool to stimulate discussion. Displays are focussed on information and celebration. After Pupil Voice activities, it became apparent that children enjoy informative displays and they have become an integral part of the school environment. Circle Time, relationships and positive behaviour displays are all visible within all three buildings.

Displays across school include PSHE, British Values, Hippo Corners and SMSC. This reinforces the importance of the PSHE curriculum in our everyday lives, enabling children to make links. Assemblies (whole school, key stage and class) always make a link to PSHE, British Values, Rights and SMSC .

Planning

We provide PSHE through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

We follow the You, Me, PSHE scheme of work - a clear and comprehensive curriculum working in line with the National Curriculum.

The scheme is divided into 7 topics - all outcomes enables children to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage their emotions and to communicate constructively in a variety of ways.

Impact

Assessment, Reporting and Recording

- Pre and post assessment activities and reflection sheets demonstrate the progression of knowledge, skills and understanding.
- By teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE programme is beginning to tackle barriers to learning and raise aspirations in some of our disadvantaged children.
- Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are showing the positive impact of our curriculum on our children.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community. As with any learning, the assessment of pupils' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Role of the Subject Leader

- Writing and reviewing the annual PSHE action plan to identify priorities.

- Writing and reviewing the PSHE policy.
- Monitoring planning and scrutinising work to monitor teaching and learning and using the findings to promote good practice.
- Developing good practice by working together with colleagues and providing support for them.
- Regular in house training.
- Setting up displays.
- Communicating and keeping colleagues informed of current issues and events by attending the LA Network Meetings .
- Being aware of out of school opportunities that exist for visits and visitors to support the delivery of PSHE in school.
- Identifying and meeting resource needs and taking responsibility for adequate storage of these.
- Identifying CPD needs and attending own training.

Resources

Resources for the teaching of PSHE include the scheme You, Me and PSHE which is in each Year group planning file, RSE and Drugs, Alcohol and Tobacco Education are stored in the Reception Classroom. There is also a wealth of information on Stockport Learning Leads website.

Drugs

St. George's CE Primary School follows the guidance as set out by the Local Authority concerning the teaching of drugs. The teaching of drugs is outlined in the attached scheme. See separate policy for further clarification.

Resources

Resources (fiction, reference books, leaflets, videos, websites etc) are selected and checked for stereotyping, bias/prejudice, age appropriateness etc. These will be reviewed and updated as appropriate. Advice from the Local Authority will be sought as necessary.

No Outsiders

At St George's CE we accept and celebrate the rich diversity in our world and we respect each other's race, religion, gender identity, age, disabilities, sexual orientation and gender. We celebrate our children and their families without discrimination. We follow the "No Outsiders" program, which teaches the Equality Act through a series of high-quality picture books and honest discussions. In our school we believe that "Everyone is different but welcome in our school." The "No Outsiders" program is carefully impended within our PSHE curriculum and Collective Worship.

This policy is in line with guidance from the DfES (www.dfes.gov.uk), specifically the <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Links to other policies

- • Anti-Bullying
- • Drug Education and the Management of Drug Related Incidents
- • Child Protection
- • Confidentiality
- • Food and Drink
- • Promoting Race Equality
- RSE