

## PSHCE POLICY



***“Guide me in your truth and teach me, for you are God my  
saviour and my hope is in you all day long.”***

We aim high and have self-belief  
We have community spirit  
We are enterprising  
We have enquiring minds  
We are respectful

Updated September 2023  
Next review September 2024

## **Intent**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2022) 'Keeping children safe in education 2022' (KCSIE)

The school uses the 1Decision scheme of work to deliver the requirements of the curriculum. British Values feature within the: 'A World Without Judgement' Darlee module for pupils aged 8-11.

This policy links closely with school policies on:

- Sex and Relationships education statement
- Collective Worship/Religious Education
- Behaviour
- Anti-Bullying
- Equal Opportunities
- Confidentiality Policy
- Internet Safety
- Primary Relationships and Health Education policy

Tankersley St Peter's 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.

The overarching intent for PSHCE education is to provide pupils with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding and opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Our whole school vision and ethos alongside our PSHCE curriculum ensures we actively promote the Spiritual, Moral, Social and Cultural (SMSC) development of all our pupils and endeavor to provide them with key skills to be successful and happy lifelong learners.

## **Implementation**

A range of teaching strategies are used to deliver the 1 Decision curriculum as appropriate. These include: Videos, role-play, visitors into school and trips (e.g. PCSOs, Fire Brigade, Crucial crew, and Healthy eating workshops, Road safety and modeshift events etc.)

Philosophy For Children strategies are used in each class to promote sustained shared thinking across a range of age appropriate issues. We actively encourage our children to be reflective and ask questions. There are whole school weekly Friday afternoon PSHE timetabled sessions across the EYFS, KS1 and KS2. The sessions involve specific events and activities, being supported by a range of age appropriate '1 Decision' scheme planning and resources. PSHE also permeates other subjects across the EYFS and National Curriculum.

Enquiry topic questions allow many opportunities for PSHE learning across the school. There are also opportunities during Collective Worship e.g. stories and discussions. In the Sparkle and Shine PSHE Subject Spotlight Assembly, there is a whole school Anti-Bullying presentation with school community evaluation.

### **Cross Curricular links and Personal Development**

Please, see the website for our long term overview of PSHE.

<https://tankersleypeters.org.uk/subject-progression-documents/>

Links are made with PSHE and Citizenship in other curriculum areas, as appropriate, through topic/enquiry planning.

Class stories and curriculum learning (e.g. exploring behavior of characters), creative activities, and pupil initiated activities also link to the PSHE curriculum. Whole school worship explores themes linked to PSHE.

Global links and sustainability are also a key part of our PHSE and a strong part of our ethos and curriculum— e.g. Fairtrade fortnight and Operation Christmas Child. Global learning opportunities are hugely important to our school as we have embarked on E twinning links with other European partner schools and beyond. These provide pupils with rich opportunities to explore relationships with others in real, practical and relevant contexts, as global citizens.

Our Christian attribute beads also encourage positive personal qualities and attributes, for example being kind, patient, having self-control. The beads contribute to the whole school jars located in the school hall. Our certificates and post cards home, promote our school ethos and celebrate children's successes.

The elected school council and Worship council are actively involved in promoting PSHE and Citizenship issues as are our healthy mind champions.

Pupils can also apply for specific jobs in school (the job shop), such as Head Teacher Assistant, Office, Early Years or P.E Assistant to name a few. Mini interviews are given and duties discussed with pupils. These activities develop children's self-esteem, confidence, responsibility, and both economic and social awareness.

Parents/Carers are invited to join in with events in school, including celebration assemblies and workshops on relevant themes such as the Reception class Diwali Community workshop. Class blogs and tweets also feature the children's learning. We work closely with the local church and other Faith leaders to participate in whole school assemblies and worship assemblies which cover wider themes on the development of spirituality and a sense of self and fulfilment, where multi-faith and cultural understanding and knowledge is highly valued and recalled. There are also links with local businesses and councillors, as part of the work in Citizenship. We involve outside agencies e.g. School Health Advisers, School Police liaison officers, dental health advisers etc. as much as possible to deliver aspects of the curriculum.

We bring in professionals from the community to provide aspirational talks to our pupils regarding future careers. These also support our gender equality.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, Personal, Social and Emotional Development, Understanding the World, Physical Development plus other areas of the curriculum provide holistic learning opportunities for pupils. The Characteristics of Effective Learning also describe the ways in which pupils approach their learning, often linked to dispositions and attitudes such as 'having a go,' 'keep on trying,' 'bouncing back after difficulties.' "Making mistakes is how we learn" Please see the EYFS curriculum offer page for more details.

## **Safeguarding**

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

## **Equal opportunities and inclusion**

We ensure equal access for all children to the curriculum. Staff will plan activities so that all pupils are able to develop their knowledge, skills and understanding in the subject. This may include adapting teaching, objective outcomes and content in the lessons to suit different learning styles and abilities. Our curriculum will meet the current learners in the cohort and adaptations are made where necessary. Accessibility to the curriculum is always prioritised - visual aids, scaffolding, specialist equipment and other learning prompts are planned in where needed.

We recognise that children have a wide range of abilities and ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- sometimes grouping children by ability and setting different tasks for each ability group
- providing resources of different complexity, matched to the ability of the child
- using resources and aids to support the work of individual children or groups of children

## **Mental Health and Wellbeing**

Healthy minds champions are trained to support their peers in school to manage low level conflicts. The PSHE lead works with external agencies to support our families and young people with their mental health needs.

Every teacher has a mental health tool kit to support our families.

Worry monsters are used in class to help with low level anxieties.

The Head Teacher is a mental health lead trainer.

Compass Be support individual pupils, families and groups/classes within school.

## **Impact and Assessment, Recording and Reporting**

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such

as tests, written assignments, discussion groups and quizzes in order to monitor progress  
PSHE Learning portfolios are kept by each pupil in school and these are passed up so children can make links year on year.

### **Developing and Monitoring and Subject in the Spotlight**

As part of the school's drive to ensure all subjects are given equal status and to provide a broad and balanced curriculum the school has a 3 year subject overview as part of the **Subject in the spotlight**. This involves each subject lead developing a 3 year action plan for their subject area and monitoring the subject across school through work scrutiny, developing policy, keeping a portfolio of subject progression and celebration in the subject as well as dedicated time for whole school display.

PSHE is developed and monitored through: staff development and training, book and work scrutiny, lesson observations, learning walks and paired enquiry. These are carried out by the Senior Leadership Team and subject lead.

Planning and samples of work, including photographs and questioning of children, will be collected by the PSHE lead on a termly basis, to be kept in the PSHE and Citizenship portfolio. The portfolio will also include contributions from pupils. Foundation Stage pupils will be assessed in line with baseline assessments, observations and parental contributions, culminating in the Foundation Stage profiles. Class blogs and tweets also feature the impact of children's learning.

Our Inclusion team and all school staff have responsibility for pupil welfare. This whole school team works closely to ensure that aims are being met. The lead will pass on to staff any further information as it becomes available and will attend any future training courses for PSHE, disseminating information as appropriate. The PSHCE lead will attend LEA drop-in sessions for co-ordinators.

Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources and displays are sensitive to the needs and backgrounds of children and both reflect and celebrate our rich diversity. This is monitored regularly to ensure sensitivity.

Tankersley St. Peter's Primary school believes that partnerships with parents/carers and the community enables us to receive specialist support and information to plan the best possible PSHCE curriculum for our children. We consult regularly and train our staff and parents. Workshops have taken place with parents around delivery of Sex and Relationships education including LGBTQ+ and how this is implemented in our curriculum. The school has had training with Barnardos and Stonewall on SRE. Staff have also been trained in First Aid and mental health. We have a member of our teaching staff who has undertaken a certified chaplaincy course to support work in school and a Head Teacher who is a mental health Lead trained.