

# St Andrew's Church of England Primary School



*With Faith, Hope and Love we can achieve greater things.*

*PSHE Policy  
September 2018- September 2020*

Agreed by Governors:

Date \_\_\_\_\_ Signed \_\_\_\_\_

# St Andrew's C of E Primary School

## Department for Education (DfE) review of PSHE education

In March 2013, the DfE published its review of Personal, Social and Health Education (PSHE) in which it stated:

PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum.

### Aims and Objectives

- To promote the spiritual, moral, social and cultural development of pupils at school and of society
- To prepares pupils for the opportunities, responsibilities and experiences of adult life.

The outcomes for our children are to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- 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
- Responsible citizens

The provision of a comprehensive, developmental PSHE programme, supported by a curriculum that provides opportunities for personal and social development

set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle is central to our school's response to these requirements.

This policy is in line with guidance from the DfE,

([www.dfes.gov.uk](http://www.dfes.gov.uk)), the National Curriculum ([www.nc.uk.net](http://www.nc.uk.net)),

([www.teachernet.gov.uk](http://www.teachernet.gov.uk)) as well as the Healthy Schools Programme, of which the school is part.

### Health and Safety in PSHE

Health and Safety procedures are priority in all aspects of School life; care is taken with all PSHE lessons to be;

- Aware of sensitive issues.
- Correct in use of terms and language.
- Following St Andrew's Primary Schools Safe Guarding Policy if any disclosures arise.

## Teaching and Learning in PSHE

The new curriculum has been designed using the Jigsaw scheme of work, mapped to the PSHE Association criteria:

- Being Me in My World
- Celebrating Differences - Including Anti-Bullying
- Dreams and Goals
- Healthy Me
- Relationships (including SRE)
- Changing Me

## Provision for PSHE

PSHE is taught for one hour every week as part of the curriculum in Key Stage 1 and Key Stage 2.

It is also part of Foundation Stage curriculum; this includes;

- Making Relationships
- Self-confidence and Self awareness
- Managing feelings and behaviour

**Jigsaw Puzzle Outcomes Year 1-6**

**Whole School Charter**

**Celebrating Difference**

**Puzzle Outcome: Hall of fame display**

**Year 1: Gingerbread people Display**

**Year 2: Trophy of celebration**

**Year 3: Compliment kites**

**Year 4: Picture frames**

**Year 5: Culture displays**

**Year 6: Admiration accolades**

**Dreams and Goals**

**Puzzle Outcome: Our Garden of Dreams and Goals**

**Year 1: Stretchy flowers and dream wellies**

**Year 2: Dream birds**

**Year 3: Window box of dream flowers and garden decorations**

**Year 4: Dream mobiles and garden decorations**

**Year 5: Dream tree and fundraising event at gardening opening and fete**

### **Healthy Me**

**Puzzle Outcome: The Healthy, Happy Me Recipe Book**

**Year 1: Keeping clean and healthy**

**Year 2: The "Healthy Me" Café - creating healthy snacks/recipes**

**Year 3: Keeping safe**

**Year 4: Healthy friendships**

**Year 5: Recipe cards for having a healthy body image**

**Year 6: Healthy body, Healthy Mind**

### **Relationships**

**Puzzle Outcome: The Relationship Fiesta**

**Year 1: Colours of friendship dance**

**Year 2: Compliment bunting**

**Year 3: Appreciation streamers and short films of special relationships**

**Year 4: Fabric collage - 'Our special relationships'**

**Year 5: Internet Safety Posters**

**Year 6: Film clip: How to keep safe on the internet**

### **Changing Me:**

**Puzzle Outcome: Tree of change display**

**F1/F2 Fruit mobiles**

**Year 1: Flowers of change**

**Year 2: Leaf mobiles**

**Year 3: Ribbons of change mobiles**

**Year 4: Circles of change**

**Year 5: Change cards - becoming a teenager displayed on the tree of change**

**Year 6: 'Journey' T-Shirts**

## **Role of the PSHE Co-ordinator**

The Co-ordinator:

- Monitors planning and work undertaken throughout school, aiming for progression and continuity of skills and understanding.
- Advises staff of issues relating to PSHE.
- Has an overview of the PSHE Policy and provision across the whole school.
- Is involved in the provision of INSET for colleagues.
- Ensures that s/he keeps informed of educational thinking in relation to PSHE, as well as of equipment, materials and resources.
- Promotes PSHE throughout the school and organises themed days and or events
- Liaises with the Link Governor for PSHE
- Liaises with parents and carers as appropriate, in conjunction with the Head Teacher

## **Assessment in PSHE**

Formative assessment will be on going via observation, dialogue with the children and marking of written work. PSHE work in books will be marked in line with learning objectives. Whole class work in a folder, including any photographs.

A summative assessment of each child's development in PSHE over the year will be provided in the annual report to parents.

Children's achievement in PSHE will be matched against the National Curriculum end of Key Stage descriptors. Lessons will be evaluated in order to help future planning. Teachers and children will fill in a simple assessment grid at the end of each topic.

Teachers may keep examples of children's work as a record and reference for other members of staff. Photographs of children's work may also be kept on the Learning Platform.

## **Monitoring of PSHE**

Monitoring is carried out by the SLT and the Subject Leader, in the following ways:

- Informal discussion with staff and pupils
- Observation of PSHE displays
- Review of work in books
- Monitoring medium term planning
- Classroom observation
- Peer Assessment

## **Equal Opportunities and Inclusion**

At St Andrew's Primary School, we are committed to the effective support of **all** our children, both individuals and specific groups (such as those with Special Educational Needs, boys, girls, ethnic minorities, those staying only briefly in our school, gifted, talented, etc.), so that they have access to the "world of learning". Effective planning for inclusion takes account of the appropriateness of the objectives; the teaching style to which pupils respond best; the removal of any barriers to learning such as providing for first language use by EAL learners or increasing the writing challenge for abler pupils.

We seek to demonstrate our commitment to inclusion in our approaches, resources and responses in PSHE.

There are support mechanisms to enlist help for any newly-arrived children who are learning English, should this need arise. It is the class teacher's responsibility to tailor the curriculum and challenge and support EAL pupils to achieve their full potential.

## Appendices

Format of lesson plans and teaching resources will be at the discretion of the Head Teacher and the SLT.

All resources are attached to the new Jigsaw PSHE Scheme.

### ***Ground Rules for Lessons***

- Listen to each other
- Make positive comments that help people
- Respect what people say or do
- Take turns and help each other
- You don't have to say anything if you don't want to
- Avoid asking people personal questions
- Use the appropriate names for things

Pupils should be regularly reminded of the ground rules (displayed clearly) and of their importance when handling sensitive issues during whole-class and group discussion. The statement should always be positive i.e. what we **will do** rather than what we must not do.

#### **Dealing with difficult, personal or sensitive issues**

Learning from real-life experience is central to PSHE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social or personal impact, deal with questions of values and beliefs or are raised by sex and relationship education. Other issues likely to be sensitive or controversial in the context of these units of work include: family lifestyle and values (including cultural and religious values); physical and medical issues; financial issues (including unemployment); bullying (including homophobic and racist bullying); bereavement.



Strategies to deal with these issues include:

- Reminding the pupil of the ground rules
- Using a question box so that you have time to prepare
- Referring the pupil to the appropriate person
- If the answer isn't known, find out and get back to the pupils later
- Where there are concerns of a disclosure, follow the school's child protection procedures

Using distancing techniques can also help to remove embarrassment, by using case studies/role playing activities/drama/freeze-frame scenarios, etc.

Policy review date September 2020.