



# Aughon St. Michael's C. of E. School

## PSHE Policy

Date Approved: Summer 2022

Review Date: Summer 2024

### Mission Statement

**A**chieving all we can to develop fully our hearts and minds.

**S**haring in a loving, caring, Christian community.

**M**aking sure everyone is valued.



At Aughton St. Michael's, we believe that teaching Personal, Social and Health Education (PSHE), underpinned by an ethos based on Christian values, mutual respect and understanding enables children to become happy, healthy and responsible members of society.

This policy links to the following policies and procedures: Relationship and Sex Education (RSE), Relationship and Health Education (HRE), SMSC, Drug Education, Safeguarding, Good Behaviour and SEND Policy.

### 1. Aims

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

- Create independent and resilient learners who can navigate their way through different social situations and have a strong sense of self. Children should have a clear sense of right and wrong and some understanding of theirs and others' emotions.
- Show our children how to be safe and healthy.
- Educate them on how to manage their academic, personal and social lives in a positive way.
- Provide pupils with the knowledge they need of the law as well as their rights and responsibilities.
- Put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online through Relationship Education.
- Teach pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices through Health Education.
- Give the children the knowledge and capability to take care of themselves and receive support if problems arise.

- Enable children to become healthy, independent and responsible members of their community and the wider society.
- Promote pupil's spiritual, moral, social and cultural development (SMSC).

The effective teaching of PSHE ensures that our school values are being upheld as well as the British values. Values such as:

- being a resilient learner
- always trying your best
- recognising and contributing to Koinonia
- communicating positively and honestly
- showing compassion towards others
- being part of a democracy

## **2. Statutory requirements**

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

In Aughton St. Michael's CE Primary School

- Relationships Education and Health Education as stipulated in the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

**N.B: Please refer to our RHE and RSE policies for further information**

## **3. Content and delivery**

### **3.1 What we teach**

#### **Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

#### **Key Stage 1 and Key Stage 2**

In the KS1 and KS2 PSHE programme of study, our pupils will be taught the three core themes of PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these core themes, there are six overarching strands which have been revisited in different year groups. This is a spiral curriculum, where new knowledge, skills and understanding will be built on previous learning. These strands are:

- Rights and Responsibilities
- Feelings and Friendship
- Health
- Money
- Safety
- Identity

We are also required to cover the content for Relationships Education, and Health Education, as set out in the statutory guidance. For further information, refer to our Relationships and Sex Education Policies.

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

### **3.2 How we teach it**

#### *Teaching & Learning*

PSHE is taught discretely on a weekly basis, when the objectives on the spiral curriculum are covered, but it is also threaded through the rest of the curriculum and in school life. Staff use their experience and training to approach difficult subjects with tact, sensitivity and respect.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

PSHE will be provided in a variety of ways including:

- Growth mindset activities are accessed during PSHE sessions as well as being embedded in each classroom's, and the whole School's, ethos.
- Opportunities will be found within other curriculum areas eg links with drama and roleplay, debate and discussion in English, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives e.g. community projects, school productions, Worships for parents and friends, and annual residential trips for the Year 4,5 and Year 6 pupils.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment under the guidance of our Playground Leaders.
- The children are involved when visitors come into school.
- In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.

- Much of the curriculum is delivered through oral and practical activities.

Where appropriate, pupils will record or investigate their work using a variety of mediums including books, recordings, internet, specific adults eg medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

### *Special Needs*

We teach PSHE to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### *Assessment*

Assessment of PSHE sessions are generally based on observation by the teacher and the outcomes of discussions; how the children are able to reflect upon what has been discussed and the decisions they have made as a result of taking potential consequences into consideration. Written assessments of the teacher's observations are recorded on the children's work which also comments on their ability to meet the objective. In addition, the teacher keeps photographic evidence and comments the children have made within the evidence file in each class.

Parents are informed of their child's attainment in PSHE through Parents' Evenings, Celebration Worship & through their child's annual written report.

### *Confidentiality*

Pupils need to be clear about the rules of confidentiality which apply when discussing matters during PSHE. Children also need to be sensitive to the information discussed during PSHE/circle time.

\*NB Any information that might raise a Child Protection issue must be passed on to the DSL using CPOMs.

### *Outside Agencies*

Advice on PSHE matters are taken from outside agencies related to Lancashire County Council. School also make use of outside agencies to support us in delivering the PSHE curriculum.

## *Monitoring and Review*

The PSHE subject leader will monitor the standards of children's work and the quality of learning and teaching. Through their monitoring they will identify any areas for future development any CPD requirements.

## **4. Roles and responsibilities**

### **4.1 The Governing Body**

The Governing Body will approve the PSHE Policy and hold the Headteacher to account for its implementation.

### **4.2 The headteacher**

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

### **4.3 The subject leader**

The subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching and learning.

### **4.4 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

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To support this, ground rules have been agreed, to provide a common framework within which to teach, and to deal with issues.

### **4.5 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**

The delivery of PSHE is monitored by Jo McCormack through:

Learning walks, planned observations, staff voice questions and pupil voice questions.

This policy will be reviewed by the subject leader biannually. At every review, the policy will be approved by the Governing Body.