



# **St Michael's C E Primary**

## **Curriculum Policy:**

### **PSHE**

### **(Personal, Social Health and Economic Education)**

***"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)***

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

*We will provide:*

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

***"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)***

## **PSHE (Personal, Social, Health and Economic education)**

*To be read alongside school's Curriculum Aims, Teaching and Learning Policy, Assessment and Feedback Policy and the RSE (Relationships and Sex Education) Policy.*

### **Rationale**

At St Michael's CE Primary School we believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as resilient individuals and responsible members of the community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others respecting their opinions and contributions.

### **Aims**

"Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life."

-PSHE Association, 2016

### **Implementation of the Policy**

At St Michael's Primary School, we use a variety of teaching and learning styles in PSHE lessons. Our principal aim is to develop the children's knowledge, skills and understanding in PSHE and we use a variety of teaching and learning styles in our lessons. We believe in whole class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when teachers employ a range of strategies including:

- Demonstrating to the whole class/group using the Interactive Whiteboard
- Discussion with the whole class/group
- Individual or paired working
- Collaborative group work
- Encouraging pupils to demonstrate new skills to others

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### ***Big Ideas in PSHE***

#### **Health and Wellbeing:**

Within this strand, we learn about *physical health and mental wellbeing, growing and changing* as well as *keeping safe*.

#### **Relationships:**

Within this strand, we learn about *families and friendships, safe relationships* as well as *respecting ourselves and others*.

#### **Living in the wider world:**

Within this strand, we learn about *belonging to a community, Media literacy and digital resilience* as well as *money and work*.

### **St Michael's Primary School Approach to PSHE**

At St Michael's Primary School we teach both discrete PSHE lessons to develop knowledge, skills and understanding but also provide a range of opportunities throughout school to employ PSHE skills across the curriculum. Staff use the online PSHE Association to support planning.

#### **Personal Development**

##### **Spiritual development:**

We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

##### **Moral development:**

We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

##### **Social development:**

We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

### **Cultural development:**

We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity

### **Assessment**

At St Michael's Primary School we assess the children's work in PSHE by making informal judgements as we observe the children during lessons. Staff will store digital evidence including photos and videos on a secure iPad or on the school network. Gathering qualitative evidence by speaking to pupils, scrutinising pupil's work and observing lessons gives the subject leader a clear overview of standards across school.

### **Differentiation - scaffolding**

At St Michael's Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

### **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential

### **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs C Mackay. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

### **Equal Opportunities**

At St Michael's Primary School the curriculum for PSHE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in PSHE curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that

when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

## **Resources**

At St Michael's Primary School there is a wide range of resources to support the teaching of PSHE across the school. Teachers have personal login details for the PSHE Association website to help with planning.

## **Careers**

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to how PSHE skills are important for communication in many jobs and also which careers rely on the need to use these specific skills.

## **Monitoring and Evaluation**

At St Michael's Primary School the PSHE coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays may be kept digitally by the coordinator as a portfolio, in order to monitor and support the raising of standards in PSHE within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate PSHE, the PSHE subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Supports colleagues in the teaching of PSHE.
- Keeps up-to-date on the use of PSHE in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- Shares CPD opportunities.
- Conducts work/evidence scrutiny to assess the standards of Teaching and Learning through the children's work.
- Regularly reviews and updates the PSHE Policy and contributes to the school's self-evaluation programme.
- Analyses cross-school summative assessment data.

# PSHE Overview

September 2020 and then September 2022

	Aut 1		Aut 2	Spr 1		Spr 2	Sum 1		Sum 2
	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Select and use activities and resources Play with others Seeing myself as a valuable individual Build constructive friendships (Art) Express feelings			Develop sense of responsibility and community Think about perspectives of others			Show more confidence Follow rules Talk about feelings Show resilience Identify and moderate own feelings Manage own needs		
KS1	Roles of different people; families; feeling cared for	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	The internet in everyday life; online content and information	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Growing older; naming body parts; moving class or year	How rules and age restrictions help us; keeping safe online
LKS2	What makes a family; features of family life	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How data is shared and used	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Risks and hazards; safety in the local environment and unfamiliar places
UKS 2	Managing friendships and peer influence	Recognising and managing pressure; consent in different situations	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	Evaluating media sources; sharing things online	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Human reproduction and birth; increasing independence; managing transition	Keeping safe in different situations, including responding in emergencies, first aid and FGM

September 2021 and then 2023

	Aut 1		Aut 2	Spr 1		Spr 2	Sum 1		Sum 2
	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Select and use activities and resources Play with others Seeing myself as a valuable individual (Art) Build constructive friendships Express feelings			Develop sense of responsibility and community Think about perspectives of others			Show more confidence Follow rules Talk about feelings Show resilience Identify and moderate own feelings Manage own needs		
KS1	Making friends; feeling lonely and getting help	Recognising privacy; staying safe; seeking permission	Recognising things in common and differences; playing and working cooperatively	Belonging to a group; roles and responsibilities; being the same and different in	The internet in everyday life; online content and information	Different jobs and skills; job stereotypes; setting personal goals	Why sleep is important; medicines and keeping healthy; keeping teeth	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

			y; sharing opinions	the community	n		healthy; managing feelings and asking for help		
LKS2	Positive friendships, including online	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How the internet is used; assessing information online	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal strengths and achievements ; managing and reframing setbacks	Medicines and household products; drugs common to everyday life
UKS 2	Attraction to others; romantic relationships; civil partnership and marriage	Physical contact and feeling safe	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	How information online is targeted; different media types, their role and impact	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

<https://www.pshe-association.org.uk/>

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

**Chair of Governors ....**

**Signed:** ..........

**Print Name:** ... ..Katja Purvis.....

**Date:**... ..15<sup>th</sup> June 2021.....

**Head Teacher**

**Signed:** ..........

**Print name:**.....GAVIN JOHNSTON.....

**Date:** .....15<sup>th</sup> June 2021.....