

St Paul's CE Primary

Personal, Social and Health Education-PSHE

Curriculum/Policy Statement

(incorporating Relationships & Health Education)



1. INTENT

a. The nature of PSHE

At St Paul's we welcome the fact that Relationships and Health Education are now compulsory in primary schools. Our young people today are growing up in an increasingly complex world and naturally living their lives on and off online. We have incorporated the statutory Relationships and Health Education guidance into our PSHE programme of work so that it fully helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities and responsibilities they will face as they grow up and in adulthood.

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. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

PSHE is a tool to safeguard children. It equips them with the information and skills they need to form healthy, safe and fulfilling relationships with family, friends, partners and themselves. It gives them the skills to take responsibility for their wellbeing and, in the future, their sexual health.

b. Our School Setting

Our PSHE curriculum has been specifically tailored to meet the context of our school. Our school is in an urban area with 28% disadvantaged pupils, 25% EAL, 12.4% SEND and 74% of our school community live in the 30% most deprived postcodes* (Integrated Data Set). Children enter our Early Years with lower development levels in communication and PSHE than nationally. Because of this we see how very important developing a mastery of PSHE is for our children. Our ambition is that, by the time they finish at our school, all our children are confident in expressing their thoughts and feelings in appropriate ways and are able to apply their PSHE skills to a range of different contexts.

In particular at St Paul's, we want our children to develop positive relationships, show respect for each other and have a growth mindset that they can apply across their learning. Our school community is Rights Respecting Aware (working towards Silver), where our children are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally. We also are a Manchester Healthy School (silver) and are a member of the PSHE Association which means we can access professional support and training opportunities on all matters around PSHE which we have accessed regularly. Our school mission statement 'Caring about Learning, Learning about Caring' reflects what we aim to achieve in PSHE.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, we believe our PSHE curriculum can tackle barriers to learning, raise aspirations, and improve the life chances of our most vulnerable and disadvantaged pupils in our school.

Our curriculum is inclusive and progressive and teaches skills alongside knowledge so that we meet the needs of all children within our community; equipping them to be able to make informed choices about

their health and well-being and supporting them to become responsible and tolerant members not only within their class but ultimately as citizens in the world beyond the classroom.

c. Aims and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of PSHE (incorporating RSE).

Our PSHE programme aims to prepare our pupils for an adult life in which they can:

- Recognise their own worth
- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness;
- Understand how to ask for permission and the concept of personal privacy's
- Recognise one's own and other's boundaries
- Recognise positive and negative relationships both online and offline
- Understand that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation
- Report and recognise
- Understand our common humanity, diversity and differences;
- Know and understand what constitutes a healthy lifestyle;
- Develop safety awareness (including online)
- Be a positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social matters

Teaching staff in our school will be:

- Confident in planning, delivering and assessing the PSHE curriculum
- Equipped to handle sensitive issues and to answer both pupil and parent questions

2.IMPLEMENTATION

a. Breadth of Study

As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in our pupils and promote the fundamental British values in young lives. The breadth of study also supports character development and the cultural capital of pupils.

b. Teaching and Learning

We believe that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE. We use a range of teaching and learning styles, including the pupils in activities such as discussions, role play, circle time, games, investigations and problem-solving activities. Pupils are given opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

We encourage the pupils to take on different roles of responsibility during their school life that promote active citizenship, e.g. being a class buddy in Y6, being a Rights Respecting Ranger in KS2, a Mindful Meditation Master, part of recycling crew in Y5 or a 'VIP' in Reception class.

c. Mastery

We are aiming for all our pupils to be masters of PSHE. This means that we want all pupils to be confident in expressing their thoughts and feelings in appropriate ways; to be resilient, self-aware & socially aware and to be able to show the ability to apply their PSHE skills and knowledge to a range of different contexts. At an age appropriate level, pupils are able to make informed decisions about their own health and well-being; demonstrate that they can manage relationships in a positive and effective way; be a responsible and tolerant member of the class and citizen in the world beyond the classroom.

d. Curriculum Planning

We have designed a curriculum for PSHE at St Paul's that covers the statutory elements of relationship and health education (2020) and draws on the PSHE Association Programme of Study 2020. The staff and older pupils were actively involved in drawing out the non-statutory elements of PSHE that we felt were important to our school and these have formed the basis of our PSHE curriculum. In the Early Years Foundation (EYFS) stage we plan from the non-statutory guidance, Development Matters in the EYFS (2008).

The legal Requirements of Sex Education Provision are covered in the Science National Curriculum. These areas are statutory and can be found in Appendix 2.

Our Programme of Study develops essential skills and attributes based around three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates Social and Emotional Aspects of Learning (SEAL) materials. We follow a long term plan which includes more detailed medium term plans that describe what we want pupils to know or be able to do. This is a two year cycle of themes that are progressive, age appropriate and topics are repeated in a developmental programme to enable children to build upon prior learning. These are taught as discrete sessions either as weekly or as a block of sessions as best suits the needs of the year group.

PSHE is supported by other learning opportunities across the curriculum, including the use of enhancement sessions where possible e.g. anti-bullying week, black history month. It is also planned into ongoing whole school life learning as for example in assemblies and in the weekly 'One voice' circle times where pupils work together in mixed age groups to discuss Rights Respecting and other SMSC issues. We have also developed a whole school approach to growth mindset culture that draws on and enhances many aspects of PSHE and character education.

e. The Organisation of PSHE and Learning Environment

PSHE education is normally delivered by class teachers with the occasional support of teaching assistants. Teachers demonstrate high levels of confidence in their understanding of effective learning in PSHE. We have provided staff training to support teaching aspects of PSHE (in-house and through Healthy Schools and other sources) and the Curriculum Leader signposts staff to sources of information.

Teachers are aware of the sensitive issues and questions that may arise through the teaching of PSHE and policy around this is discussed in staff and team meetings. Ground rules are used in circle time and other types of discussion. We allow pupils to raise anonymous questions by using question boxes. Teachers can acknowledge pupils' questions and give themselves time to make a considered answer by a response such as:

'That is a really interesting question and I need a little time to think because I want to give you a really good answer'

We use the classroom and outdoor areas as a learning resource. Displays are used to help children remember the important ideas from the lesson and to be interactive e.g. posing open ended questions and lines of enquiry. Information posters, books and online resources are chosen for their diversity and are available in the classroom so that children can use these as a point of reference. The outdoor area is used for quiet reflection as well as more active learning that links with cross-curricular themes with a strong PSHE focus for example healthy life-styles and well-being.

f. Assessment and Recording

The personal nature of PSHE means that it cannot be assessed in the same way as most other subjects. The model of assessment we advocate is that for each new topic, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that topic. Then, at the end of the topic or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. At St Paul's we use different forms of mind-maps at the beginning and end of the teaching to record this information.

Pupils are given the opportunity to reflect on their learning during lessons through a range of pupil voice activities e.g. discussions, debates, drama scenarios. Pupils responses are captured in a variety of ways from observations in Learning Journeys in EYFS, to observations and children recording their own ideas in KS1, to a range of a recorded ways in KS2 e.g. posters, persuasive writing, debates, diary entries. Pupils are encouraged to self-assess through means such as simple sign language in EYFS, through to imagining their position on the visual Learning Pit and thinking/talking through the steps they need to take to move on in their learning.

In Y1 to Y6 parents are informed of the PSHE characteristics of their child in the general comments section of their annual report and through Parent Evening discussions. In EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. At the end of Reception pupils are assessed against the profile points for PSE as either 'emerging', 'expected' or 'exceeding'.

g. Feedback

Lessons are planned to give pupils regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue learning. Effective adult verbal feedback including praising effort and using our school growth mindset approach is a key way to move pupils onto the next steps of their learning.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. If necessary, teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. Teachers answer questions on behalf of the school and should work with colleagues to construct an appropriate answer. We occasionally make use of anonymous question boxes to encourage pupils to raise questions they may feel uncomfortable to ask in an open setting. These can then be answered at a later date.

h. Parental Involvement

St Paul's recognises that the most powerful PSHE education is a collaboration between school and home. Parents need to know that the school's PSHE programme will complement and support their role as parents and that they can be actively involved in the determination of a school's policy. Through half-termly newsletters and the school website, parents receive regular communication about the topics and

themes that are taught in each key stage including details of any particular PSHE/ SMSC related events and activities. Where appropriate teachers provide support to parents and carers – for example offering material for them to explore with their children. On occasions parents have been invited in to share their expertise or personal stories to enrich pupils' learning. However this input is always as part of a planned, developmental programme (see point I.)

PSHE homework will encourage discussion with parents/carers to enable them to be aware of what the school is teaching and to continue their child's education at home. Where possible we put on parent events to inform them about any new developments in the school that they can support their child with at home, for example we have had workshops on Growth Mindset and Rights Respecting. We also make links to these on our school website.

Parents receive an annual report commenting on their child's PSHE progress and have formal and informal opportunities to discuss their child with the teacher.

Parents have the right to withdraw their children from non-statutory elements of sex education delivered in upper KS2 (those parts not within the national curriculum science programmes of study). Before these topics are taught parents are invited to a meeting with the class teachers to hear what is being taught and to look at the materials being used so that parents' views and any concerns can be addressed.

i. Curriculum links

We plan PSHE as a discrete subject, yet we also recognise how much the subject links with other curriculum areas for example RSE links with science and personal development with RE. Yet we also recognise that the approach of PSHE permeates into other curriculum areas for example learning character skills like resilience, flexibility and curiosity can be taught through all subject areas and increase motivation and success in all areas of learning.

j. Spiritual, moral, social and cultural development

Our broad and balanced PSHE curriculum strongly supports the spiritual, moral, social and cultural (SMSC) development of our pupils. As part of the Christian ethos of the school we introduce children to moral values of hope, thankfulness, forgiveness, respect, justice/peace and love. We seek to nurture a sense of wonder, thankfulness and concern for others. We create opportunities for children to experience prayer and worship and to explore questions of faith. We seek to foster an understanding of and respect for, religious and cultural differences. For example a PSHE discussion in EYFS on what is right and wrong, is linked with our school value of justice; Bullying themes are discussed in reference to Children's Rights (Article 19). Our curriculum encourages children to explore faith, cultural perspectives and sexuality in a respectful way.

k. Inclusive School: Children with additional needs (SEND, Pupil Premium & EAL)

Our PSHE curriculum promotes the needs and interests of all pupils through the content coverage, classroom pedagogy and adjustments to enable all pupils to access the learning. We use PSHE education as a vehicle to address diversity issues and to ensure equality for all and to fulfil our duty under The Equality Act 2010. We respect how pupils choose to identify themselves both in terms of gender and sexual identity. Class provision maps often show a high focus on PSHE targets to support raising self-esteem, resilience and empathy of some of our most disadvantaged pupils and those with SEN.

l. Educational Visits, Visitors, Risk Assessments & Health and Safety

We recognise the importance of Educational visits as a stimulus for learning, enjoyment and developing key PSHE skills. We plan experiences as for example the yearly residential visit to Ghyll Head for Y5 and Y6

children where there is a particular focus on developing children's self-esteem and giving them opportunities to develop leadership and co-operative skills. Health and safety is paramount and thus full risk assessments are carried out before each educational visit takes place.

Visitors are sometimes invited into school due to a particular area of expertise or contribution they can make to our PSHE curriculum (e.g. the school nurse supporting hygiene talks). It is always as part of a planned programme and staff are made aware in advance. We have a visitors policy that we follow and we ensure that we are fully aware and have discussed/monitored the content of what is being delivered so it is in keeping with our PSHE, safeguarding and confidentiality policy.

m. Monitoring and Evaluation & Curriculum Development

The PSHE Co-ordinator is responsible for monitoring and evaluating the standards of children's work and the quality of teaching and learning. This is done through ways such as a planning scrutiny, learning walks around the school, pupil voice activities and teacher voice activities. A portfolio of evidence is being developed showing examples of pupils working at expected levels across the school. Staff are given feedback from the monitoring and given support to develop their delivery of PSHE.

3.IMPACT

A high quality of PSHE education aims to develop a range of personal, social and moral skills that are transferable to other curriculum areas as well as to influence their future actions and decisions.

We want the impact of our PSHE curriculum to be that the children at St Paul's will:

- Have the information and skills they need to form healthy, safe and fulfilling relationships with family, friends, partners and themselves
- Have the skills to take responsibility for their own wellbeing, be able to articulate feelings and emotions as well as have strategies to cope well with change (e.g. a growth mindset)
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness
- See themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally

Monitoring, evaluation and curriculum development

Each year the PSHE impact statement changes and reflects the development of the curriculum, changes made, evidence collated and next steps.

The **impact** of the PSHE curriculum is monitored and evaluated by all stakeholders.

The PSHE Subject leader is responsible for monitoring the **impact** of the subject and gathering the evidence to demonstrate and ensure the intent and implementation are **impacting** on pupil outcomes. Action plans are written following the analysis evidence.

The PSHE Subject Leader uses a variety of methods to gather evidence and measure the impact of the subject area, this is summarised in a 'record of evidence.' These methods include:

- Pupil voice
- Learning walks

- Work scrutiny
- Monitoring of planning
- Portfolio of evidence
- Deep dives (at times with an external quality assurance)

The PSHE Subject Leader and SLT evaluate the outcomes of PSHE provision. The findings are considered in conjunction with new initiatives and changes in PSHE developments. This informs the Action Plan of the PSHE Leader. SLT complete deep dives into subject areas to evidence the impact of the curriculum area being evaluated.

4. EQUALITY IMPACT STATEMENT

In conclusion, any changes made to this policy are expected to provide a better service and are not expected to have a disproportionate effect on stakeholders, pupils or staff.

A full impact assessment is not required.

5. STAFF RESPONSIBILITIES

- Class teacher – prepares units of work to enable all children in the class / set to make progress in their learning; selects resources to enable this to happen; assesses progress using formative and summative assessment strategies
- Subject Leader – supports teachers and assistants; gathers evidence to monitor and evaluate the impact of teaching on learning; reports to the Head Teacher; delivers training; identifies future priorities
- Team Leader – supports teachers and assistants;
- Curriculum Manager – monitors and evaluates the evidence gathered by the Subject Leader and reports to the Head Teacher
- Head Teacher – evaluates all evidence to prioritise future areas for improvement
- Governing Body – evaluates the impact of all of the above

Date Formally Approved by Governors:

Date Policy became effective:

Review Date:

This policy is the outcome of a consultation process with our school community. The working party consists of Penny Crinson (PSHE Lead) Colette Holland (Healthy Schools), LT, Governor? Parents? Staff

Compiled by Penny Crinson: PSHE Curriculum Leader 10.2.20 Revised 24.11.21

Other Relevant Policies:

Marking & Feedback Policy

SEND Policy

Pupil Premium Policy

SRE policy

Drug and alcohol educational Policy

Anti-bullying Policy

Confidentiality Policy

APPENDIX 1:

Recommended National and Local Guidelines

Child Health Profile Manchester – June 2018

<http://psnc.org.uk/greater-manchester-lpc/wp-content/uploads/sites/118/2018/07/Manchester.pdf>

DfE (2019) Relationships Education, Relationships and Sex Education and Health Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

DfE (2018) Keeping Children Safe in Education; statutory guidance for schools and colleges,

Crown copyright. <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

DfE (2010) The Equality Act 2010 and schools; Departmental advice for school leaders, school

staff, governing bodies and local authorities, Crown copyright. <https://www.gov.uk/government/>

publications/equality-act-2010-advice-for-schools

DfE (2000) Sex and Relationship Education guidance, Crown copyright. <https://www.gov.uk/government/publications/sex-and-relationship-education>

DfE (2018) Sexual violence and sexual harassment between children in schools and colleges, Crown copyright <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Equality Act (2010) Crown copyright. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

HM government (2014) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/333067/FGMmulti-agencyPracticeGuidelines.pdf

Ofsted (2013) 'Not yet good enough; personal, social, health and economic education in schools, <http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-healthand-economic-education-schools>

APPENDIX 2:

Statutory Provision of RSE in the Science Curriculum

“There is ample evidence that sexual health outcomes can be improved by ‘accurate, high-quality and timely information that helps people to make informed decisions about relationships, sex and sexual health.’ *‘Framework for Sexual Health Improvement’* (2013)

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

☐ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

☐ notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- ☒ describe the changes as humans develop to old age
- ☒ describe the life process of reproduction in some plants and animals
- ☒ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents