

PSHE policy

St Andrew's Church of England Primary School, Oswaldtwistle.



Approved by:	Mrs C Wilkinson	Date: November 2020
Last reviewed on:	November 2020	
Next review due by:	November 2021	

Contents

1. Aims	2
2. Statutory requirements	2
3. Content and delivery	2
4. Roles and responsibilities	3
5. Monitoring arrangements	4
6. Links with other policies	4

1. Aims

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

To deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role in our society, both as a child and as an adult in the future. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to life at St. Andrew's School and the wider community.

2. Statutory requirements

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

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our website in the policy section.

For other aspects of PSHE, including health education, see appendix 1 for more details about what skills we teach in each year group.

3.2 How we teach it

- The teaching of PSHE occurs on a weekly basis at a minimum and it is flexible as to when and how teachers deliver the lessons. More sessions may be needed depending on the topic and the needs of the children in the class.
- Each unit of work starts with an assembly to introduce the theme for that half term. If PSHE lends itself to being taught alongside another subject, Teachers are free to deliver it in a cross curricular way.
- As a school we use the units of work from SCARF to plan and deliver our PSHE curriculum and we work closely with the Coram Life Education team who visit our school on a regular basis especially to deliver SRE lessons.
- At St. Andrew's we employ a Learning Mentor, Play Therapist and a wellbeing group leader (Wellbeing Warriors), staff can make a referral to these professionals should they feel a child needs extra support or a concern for a particular child arises.
- Concerns will be reported to parents as soon as they arise and discussions will be held to find the best way of supporting individual children.
- Teachers assess work in P.S.H.E. by making informal judgements as they observe them during lessons. Teachers report the achievement of pupils at parent's evenings and on the school report.

4. Roles and responsibilities

4.1 The governing board

The governing board 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 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
- Teachers will ensure that:
 - discussions occur in a calm climate
 - a positive atmosphere is promoted
 - praise is given to the skills of thinking, listening and speaking
 - pupils are thanked for their contributions

4.4 Pupils

Ground Rules for Effective Teaching and Learning The key to success in PSHE is the ability of pupils to listen, reflect and express their thoughts. For optimum teaching and learning to occur a set of rules will be followed by all concerned.

They are as follows:

- all pupils have a right to talk
- all contributions to discussion/opinions will be valued
- no one will interrupt a person who is talking
- no one will be forced to talk

- no one will be allowed to break these rules
- the privilege to take part in discussion will be withdrawn if a pupil breaks the rules
- systems will be developed to identify who will speak next

5. Monitoring arrangements

The delivery of PSHE is monitored by Mrs Laura Miller (Assistant Headteacher) through: Observations, pupil and staff discussions, learning walks and work scrutiny.

This policy will be reviewed by Mrs Laura Miller (Assistant Headteacher) annually.

At every review, the policy will be approved by The Governors and the Headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- [Anti-Bullying Policy](#)
- [Attendance Policy](#)
- [Behaviour Policy](#)
- [Code of Conduct](#)
- [Equalities Policy](#)
- [Home School Agreement](#)
- [Internet Access Policy](#)
- [Keeping Children Safe in Education](#)
- [Prevent](#)
- [Safeguarding Policy](#)
- [Safeguarding Report](#)
- [SEND policy](#)
- [Sex & Relationships Policy](#)
- [Tackling Extremism and Radicalisation Policy](#)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can set themselves simple goals.</p>	<p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently.</p> <p>They listen to and show respect for the views of others.</p>	<p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p>	<p>They can identify ways to face new challenges.</p> <p>They can discuss some of the bodily and emotional changes at puberty. (life education delivery this)</p> <p>They can demonstrate some ways of dealing with these in a positive way.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. (life Education)</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

<p>Health and Wellbeing Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this. 7. how to respond in an emergency 8. to identify different influences on health and wellbeing .</p>	<p>Children can explain ways of keeping clean.</p> <p>They can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines.</p> <p>They can describe ways of keeping safe in familiar situations.</p>	<p>Children can make choices about how to develop healthy Lifestyles.</p>	<p>They can list the commonly available substances and drugs that are legal and illegal.</p> <p>They can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>
---	---	--	---	---	---	---

<p>Living in the Wider World. <i>Pupils should be taught:</i> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise.</p>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage, friendships).</p> <p>They can show ways to maintain good relationships (for example listening, supporting, caring).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>
--	---	--	---	---	--	---