

**St Kenelm's  
C of E Primary School**



**PSHE Policy**

**September 2019**

## Our Christian Vision and Ethos

*Nurturing each and all.*

*Guiding, trusting, inspiring and celebrating.*

**(The Parable of the lost Sheep, Matthew 18. 10-14)**

*Our vision is to equip children for their life journey within a Christian ethos to become life-long learners. We strive to provide a caring and disciplined environment ensuring they achieve their full potential, as well as equipping them with skills for learning through discovery and creativity.*

Our vision reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with our parents, the church and the wider community.

### Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow in to good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

### PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

*"Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice."*

Department for Education, September 2013.

PSHE is currently a non-statutory subject. However, section 2.5 of the national curriculum states that all state schools "should make provision for Personal, social, health and economic education (PSHE)." Following further guidance from the Department for Education, schools are now required to include information about their PSHE education provision when publishing their curriculum.

The three core areas through which all aims are taught are: Health and Wellbeing, Relationships and Living in the Wider World (including British values, Citizenship, Economic Wellbeing and aspects of Careers education).

*“PSHE education contributes to schools’ statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.”*

**PSHE Association.**

In June 2019, the Department for Education launched the final statutory guidance to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

The Relationships and Health and well-being sections of PSHE education will be compulsory in primary schools from September 2020 with plans to also make the remaining parts of the PSHE curriculum statutory following further government consultation.

### **New requirements on RSE**

New guidance and regulations have been passed in Parliament and will apply from September 2020. The new requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education and recommend that all primary schools have a programme of sex education.

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The new guidance is compatible with this.

### **New RSE guidance March 2019**

#### **What does the new Relationships Education cover?**

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: ‘how to report concerns or abuse, and the vocabulary and confidence needed to do so’.

## SEX EDUCATION (Primary)

The Relationships Education, (RSE) and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The content set out in the DfE guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction of some plants and animals. At St Kenelm's we recognise the importance of preparing pupils for the transition phase to secondary school. Thus ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Consultation with Year 6 parents takes place at the start of the academic year. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their child from sex education which goes beyond the national curriculum content for science.

At St Kenelm's CE Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. Our vision statement reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to a school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. Personal, Social, Health and Economic (PSHE) education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education is taught as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further, it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## AIMS

**The overarching aim for PSHE education is to provide pupils with:**

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

## SUBJECT CONTENT

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory; the DfE has, however, stated in the National Curriculum Framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In the absence of a government programme of study we have drawn on guidance from the PSHE Association in revising our Curriculum Framework for PSHE to ensure that it meets the needs of our pupils in today's changing society. The Framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship, physical education, and design and technology; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

## **CORE THEME 1: HEALTH & WELLBEING**

**In Key Stages 1 and 2, pupils are taught:**

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

## **CORE THEME 2: RELATIONSHIPS**

**In Key Stages 1 and 2, pupils are taught:**

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

## **CORE THEME 3: LIVING IN THE WIDER WORLD**

**In Key Stages 1 and 2 pupils focus on 'economic wellbeing and being a responsible citizen' and are taught:**

- About respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people's lives
- A basic understanding of enterprise.

### **Assessing, recording and monitoring impact and outcomes.**

During Key Stages 1 and 2 learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## **CURRICULUM PLANNING**

Our school uses the PSHE Association's three core themes as the basis for curriculum planning. We develop our Medium Term Plans using a range of sources. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium Term Plans. Long-term plans identify individual PSHE units taught across the year group phases and follow a two-year cycle. PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of Celebration and acts of Collective Worship
- Circle time
- Sports clubs
- Drama and music activities and productions
- Residential visits and day trips
- Clubs – gardening, engineering etc
- Social and fund raising events
- Theme days/events, for example, Fairtrade Fortnight, Creative Arts Week
- Mini enterprise projects
- Charity events
- Leadership opportunities, for example Playground Leaders, representatives on our School Council

## EARLY YEARS FOUNDATION STAGE

Personal, social and emotional development (PSED) is one of three prime areas of learning in the EYFS Curriculum Framework. It involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### PSED has three aspects:

**Self-confidence and self-awareness:** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## SPECIAL EDUCATIONAL NEEDS

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

## SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

### PSHE education promotes:

**Spiritual development**, through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. It helps children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

**Moral development**, through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.

**Social development**, through helping children to acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

**Cultural development**, through helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on spiritual, moral, social and cultural dimensions occur through many aspects of PSHE education. Children are encouraged to consider their own views and opinions about them, for example, as they investigate and think about global and topical issues, problems and events, and as they participate in activities in school, in their neighbourhood and communities.

## RELATIONSHIPS EDUCATION (RSE) & HEALTH EDUCATION

PSHE education enables children to have opportunities to put in place the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Whilst sitting alongside the essential understanding of how to be healthy.

Teaching about mental well-being is central to these subjects, helping to foster pupil wellbeing and develop resilience and character.

## ASSESSMENT & RECORDING

### In PSHE education there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships.

Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets.

Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Just as in all NC subjects, opportunities for both Assessment for Learning and Assessment of Learning are built into provision. Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Assessment should encompass teacher, peer and self-assessment. Progress in PSHE education should be recorded and reported to parents as part of the child's annual school report.

## **MONITORING & REVIEW**

It will be important to know that our policy is working effectively, and the extent to which it is having a positive impact on the personal and social development of pupils. Judgements will be made on the extent to which pupils are:

- Developing confidence and responsibility and making the most of their abilities.
- Learning to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

### **If effectively implemented, this policy will help ensure that:**

- Our practice reflects our commitment towards meeting our aims.
- Pupils and staff further our aims by contributing towards a happy and caring environment, and by showing respect for, and appreciation of, one another as individuals.
- The culture and ethos of the school contribute positively to pupils' personal and emotional development.
- The curriculum promotes the acquisition of knowledge, and the development of skills and understanding to enable children to make choices and decisions; to develop their own values and attitudes; and to challenge discrimination in any form.