

St Peter's C of E Academy
PSHE Education Policy

As a church school, we believe that '**Giving children the keys to unlock their future**' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

"I have come that they may have life, and have it to the full." (John 10:10)

"I will give you the keys to the kingdom of heaven." (Matthew 16:19)

Vision - The Importance of PSHE

Our personal, social, health and economics (PSHE) programme helps to give children the knowledge, skills and understanding they need to lead confident, healthy, safe, independent lives and to become informed, active, responsible citizens.

At St Peter's, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC).

Aims and objectives

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Programme of study

We believe that PSHE Education is central to the educational entitlement of all our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life.

In the Foundation Stage, PSHE is developed through the 'Personal, Social and Emotional Development' curriculum. PSED is about making connections and is strongly linked to play. PSED is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group and whole school activities.

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

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important to remain flexible as events such as bereavement might require additional support beyond the planned curriculum. PSHE education assists pupils to cope with the changes in their lives, introduces them to a wider world and enables them to make an active contribution to their communities.

PSHE is delivered within a whole school approach which includes:

- “Dedicated curriculum time
- “Teaching PSHE through other curriculum areas
- “Assemblies
- “PSHE activities and school events e.g. Paired classes, British Values Week
- “Pastoral care and guidance
- “Visiting speakers

As a school, we use 'Coram Life' as a structured framework for teaching social, emotional and behavioural skills to children, to aid our delivery of PSHE. The frameworks are adapted by staff so that there is progression throughout the school, in mixed age groups.

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often taught through other subjects, for example, Science, Geography, Drama, Maths and Literacy. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. We use a range of teaching and learning styles. As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example; courageous advocacy, charity fundraising, class assemblies and COSPA (Children of St Peter's Academy – our school council).

Differentiation for SEN and Able Children

At St Peter's, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Throughout their school life, children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons are planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children. Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils.

ELSA / Nurture Room (The Nest)

The school employs an Emotional Literacy Support Assistant (ELSA) who runs a variety of small groups aimed at developing social skills, life skills and emotional resilience. The ELSA is also available to work with children on a 1:1 basis. This may be for regular or occasional support with school or home issues.

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The Nest is a space where a small group of children can work and develop social skills, life skills and emotional resilience within a more comfortable setting than a normal classroom.

Monitoring and assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. The subject leader looks at planning, work samples and carries out pupil conferences so they can monitor attainment and progression across the school. All teachers complete a written report for parents at the end of each academic year.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the class teacher about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers, in conjunction with the SENCO to identify pupils' progress which is well below that which is expected.

Monitoring the Policy

The policy will be monitored and evaluated by:

- PSHE Coordinator
- Senior Leadership Team (SLT)
- Academy Council

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Appendix

1. PSHE policy for pupils

What is PSHE?

- Personal:** Learning about feelings and relationships.
Learning to stay safe.
Learning about responsibilities.
Learning about bullying.
- Social:** Learning to be friends.
Learning to respect each other.
Learning to use the internet safely.
- Health:** Learning about a healthy, active lifestyle, including food and exercise.
Learning how our bodies work and change as we grow up.
- Economic:** Learning about money: earning, spending and saving.

PSHE education helps you have the knowledge, skills and understanding to become confident, healthy, responsible, independent adults.

When will you learn PSHE?

PSHE happens all the time at St Peter's Academy. Every time you talk to your classmates, meet an adult in the corridor and play outside with your friends, PSHE is happening! We have specific PSHE lessons, but also during other subjects like English, Maths, Science, History, Geography, Drama, PE, we can learn about PSHE themes and ideas. Circle Time, assemblies, playground buddies, paired classes and themes like British Values Week help us to understand the objectives in the PSHE curriculum too.

Who will teach you PSHE?

Everyone you meet will help you become the best you can be. The headteacher, all the teachers, TAs, MDSAs, other children and parents will all help you to understand and respect one another and how to behave in and out of school.