

Gospel of St. Matthew: '*Love God, love others*' and '*Let your light shine*'

'Believing, Celebrating, Succeeding'

'I will bless you with a future filled with hope—a future of success, not of suffering.' Jeremiah 29:11



The Blue Coat CE Infant and Junior Schools' Federation

PSHE Policy

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Date written	April 2022
Review date	April 2023

PSHE Policy

Introduction

This policy sets out the school's purpose for the teaching and learning of PSHE. It sets out the aims, planning of the curriculum and assessment and monitoring based on the PSHE programmes of study (POS) for Key Stages 1 as set out by the PSHE association.

Context

Skills relating to PSHE are integral to the well-being of our pupils and the groups to which they belong. As a federation of inclusive Christian schools, we value and respect **all** and endeavour to embrace and celebrate our diverse community. We aim to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the experiences, opportunities, and responsibilities in life.

Intent

We are committed to offering a fully inclusive and nurturing PSHE education for our pupils, ensuring that children of all levels and abilities are supported and challenged to achieve and feel successful and proud.

Purpose

PSHE at Blue Coat Federation promotes social, moral, spiritual and cultural development (SMSC) through the core themes of Health and Wellbeing, Relationships and Living in the Wider World. Using the school vision statements of 'Believing, Celebrating, Succeeding' and 'I will bless you with a future filled with hope – a future of success, not of suffering', together with our school mottos, 'love God, love others' and 'let your light shine', pupils are helped to acquire a critical appreciation of, justice, fairness, rights and obligations in society. As well as this, PSHE helps equip children with the knowledge they need to make informed decisions about their health and to understand how their bodies and emotions change as they get older. Pupils are encouraged to consider their own views and opinions and respect those who hold different beliefs.

Implementation

At Blue Coat Federation we follow the programmes of study set out by the **PSHE association**.

- **Health and wellbeing** (physical health and mental wellbeing, growing and changing, keeping safe)
- **Relationships** (families and friendships, safe relationships, respecting ourselves and others)
- **Living in the wider world** (media literacy and digital resilience, money and work)

Each Term the children will learn through one of these key PSHE themes. The spiral nature of our curriculum allows us to build on the children's knowledge as they progress through our school. Whilst we dedicate a lesson per week to PSHE, we also allow opportunity for PSHE moments in other areas of our school day and subjects.

As a large part of PSHE is about personal reflection and an understanding, we have Year Group PSHE diaries for staff and children to reflect on their learning.

Elements of the statutory Relationships and Sex Education (RSE) curriculum are also incorporated into PSHE. A more detailed breakdown of the objectives covered can be found in our Curriculum and Progression Maps. Throughout the year, the children engage with planned activities designed to cover all aspects of the PSHE programmes of study and teachers are encouraged to choose activities that are tailored to their individual children.

Assessment

The intent of assessment in PSHE is to ensure effective planning for our pupils. There are different ways in which PSHE can be assessed on a less formal basis than other curriculum subjects (photos, mood walls, personal or collective visual responses, discussion, mind maps etc.) and these tools are employed during and at the end of sessions or units of work. For a breakdown of the different methods of assessments used, please refer to the exemplars in the curriculum folder.

Early Years

PSHE underpins everything in the EYFS curriculum. It is taught through the Specific and Prime areas of learning especially through Understanding the world (UTW) and Personal, Social and Emotional development (PSED). For specific details, please refer to our PSHE curriculum map and EYFS planning documents.

Online safety

Where ICT is used in PSHE, teachers will have planned and resourced content that is safe for the children. Online safety is covered as part of the PSHE curriculum and this complements what is learnt about in computing.

Monitoring

The PSHE leaders monitor the planning and delivery of PSHE in a number of ways to ensure that the children are receiving effective teaching of key knowledge skills in line with the PSHE curriculum. Monitoring includes:

- Monitoring of planning
- Observation of lessons
- Monitoring diaries
- Pupil Voice interviews
- Monitoring of pupil and staff feedback on sessions

Equal opportunities

Sessions and resources are made available to all pupils regardless of gender, race or ability. The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met. It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in PSHE. Where our SEND children have difficulty accessing the PSHE curriculum, they are supported with their learning through the SEND PSHE framework.

Rules during lessons

For children

Teachers begin each lesson with a reminder of the ground rules for the children

- We join in and ask questions if we want to.
- We make sure that everybody feels listened to.
- We make sure everybody feels ok.
- We use the correct vocabulary when possible, if we are unsure we ask the teacher.
We know we can ask for further help or advice if we want to.

For Teachers

- Consider your audience.
- Ensure support staff in your lesson are aware of any issues.
- Timetabled when class teachers are in class.
- The importance of establishing a safe and inclusive learning environment.
- Clear learning outcomes that focus on a skill/understanding and are not vague.
- Avoidance of unintentionally inspiring pupils to do something.
- Differentiation so that all pupils can access the learning.
- Teacher expectation of quality of work.
- Engagement of pupils.
- Pupil voice.
- Anonymous question box.

Roles and responsibilities

Those involved with the development of this policy and in management of the PSHE and RSE curriculum include:

- Mrs S Thornton (KS1) and Ms S Lott (KS2) – Curriculum Leads. Organise training for relevant staff members and manage resources. Responsible for designing the curriculum and monitoring its effectiveness, responding to this accordingly. Monitor coverage of both statutory and non-statutory requirements of PSHE. Report to the Executive Leadership team.
- Mr A Orlik – Executive Head Teacher. Works as part of the team to advise parents when statutory RSE elements are to be delivered.
- Mrs L Adlington-McArthur - Assistant Head Teacher for Inclusion, Safeguarding and Behaviour. Works as part of the PSHE /RSE team and supports on the delivery of PSHE and RSE. As a Designated Safeguarding Lead Mrs Adlington-McArthur monitors safeguarding compliance and deals with SG matters should they arise. She also contributes to enrichment opportunities provided for children and parents by organising visitors coming into school as well as signposting parents to support services.
- Mrs N Dunbar - Infant SENDCo, Designated Teacher for Looked After Children. As a Designated Safeguarding Lead Mrs Dunbar also monitors safeguarding compliance and deals with SG matters should they arise.
- Mrs V Horton– Emotional Literacy support assistant (ELSA). Co-ordinates emotional support for children who need it.
- Mrs S Sargent and Mrs M Sutherland-Pearson, School Governors with responsibility for PSHE and RSE
- Teaching staff are responsible for the delivery of lessons and key PSHE messages.
- The children have a responsibility to be mindful and respectful of the views and opinions of the other children in their class.