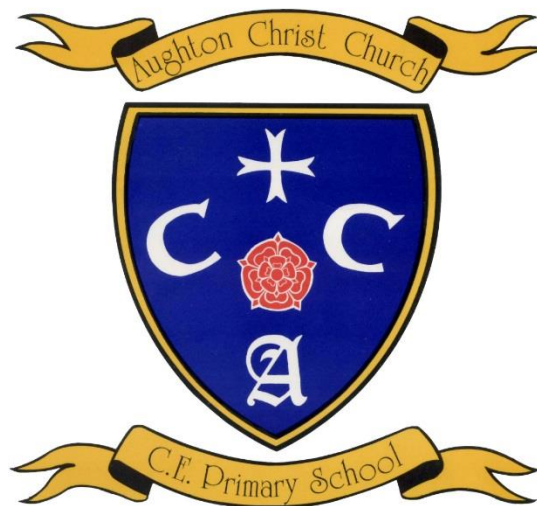


Policy Document

# Aughton Christ Church C of E Primary School **PSHE POLICY**



**Reviewed: September 2024**  
**Next Review date: September 2025**

## Aughton Christ Church C E Primary School



### PSHE Policy

**Aughton Christ Church Primary School is a Church of England Voluntary Controlled School. As a Church of England school, our Christian vision and values are central to all we do. These Christian values, based on the teachings of Jesus, provide the foundation for our PSHE curriculum.**

**Our school ethos in PSHE is in line with the Church of England Education Office:**

*As a Church of England school, we have at our heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. Our school has a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.*

### VISION

Our vision is that all children and staff in our school can reach their full potential; spiritually, intellectually, socially, morally, physically and aesthetically. We wish to encourage an appreciation and curiosity of the world so they can take their place as kind and compassionate citizens, supporting one another in love and working together by following our Christian values as exemplified in the teachings of Jesus.

*'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.'*

*Romans 12: 4-8*

### STATEMENT OF CURRICULUM INTENT

Our PSHE curriculum meets the statutory needs of the national curriculum and is designed to meet the needs of all children at Aughton Christ Church C of E Primary School.

In consultation with parents, governors, children and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow children to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

# IMPLEMENTING THE PSHE CURRICULUM

## What is PSHE?

- 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 Association)

## RATIONALE

The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

(PSHE Association)

PSHE education has proven impact on life chances and academic success when delivered well.

As stated by the Department of Education, through our PSHE curriculum, we will seek to ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. The aims of our PSHE curriculum are to:

- safeguard our pupils
- promote equality
- promote British Values including democracy, tolerance and the rule of law
- provide a broad and balanced curriculum which addresses the spiritual, moral, social and cultural development of pupils

**Our school values will provide the positive foundation for our teaching of this subject.**

## CURRICULUM

PSHE will be based on 3 core themes:

- **Core theme 1: Health and Wellbeing** (statutory)
- **Core theme 2: Relationships** (statutory)
- **Core theme 3: Living in the Wider World**

### **Core Theme 1: Health and Wellbeing**

This theme covers:

- physical
- our feelings - how to cope with varying feelings
- how to look after our mental health
- growing and changing, who we are, puberty, gender, process of reproduction and birth as part of human lifecycle

### **Core Theme 2: Relationships**

This theme covers:

- families and close positive relationships – different family structures
- friendships
- managing hurtful behaviour and bullying
- safe relationships
- respecting self and others

### **Core Theme 3: Living in the Wider World**

This theme covers:

- our responsibilities in the world
- our diverse communities
- media literacy and digital resilience
- economic wellbeing: money
- economic wellbeing: aspirations, work and career

Throughout the key stages, we use **Coram Life Education** resources to bring together all the key elements of PSHE through the following units: Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being My Best and Growing and Changing. The content of this resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities; but we will also take into account the needs of pupils at our school.

Our PSHE is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

### **TEACHING AND LEARNING**

Teaching and learning in this subject should be very similar to that in any other subject.

Lessons should be delivered where pupils feel safe and are encouraged to participate by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

As in Relationships Education, PSHE requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Setting and agreeing appropriate ground rules
- Teacher knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures.

Lessons should begin where the pupils are, so that progress is developmental and builds on children's needs and existing knowledge. PSHE addresses subject knowledge, along with the development of specific skills, including assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy; it explores personal and cultural values and beliefs.

PSHE is taught by staff regularly trained in RSE and PSHE.

All PSHE lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils.

In Aughton Christ Church, we teach PSHE to all children. Lessons will be carried out weekly. In addition to this, some PSHE is linked to whole school themes, for example: Enterprise week, Anti-Bullying week, Life Education visits or in response to a specific identified need within the class.

### **CONFIDENTIALITY AND SAFEGUARDING**

Staff cannot offer or guarantee pupils unconditional confidentiality.

If a member of staff feels that a child is at risk, they should discuss this immediately with the school's Designated Safeguarding Lead. External agencies delivering programmes should be made aware of the school's safeguarding policy and procedures.

## **PARTNERSHIP WITH PARENTS /CARERS**

As part of our whole school approach to PSHE, parent information sessions and opportunities for parents to view the materials and resources used for RSE will be provided by the PSHE lead.

Parents will be notified of when their children are going to cover puberty in RSE lessons (Years 4, 5 and 6).

## **EQUAL OPPORTUNITIES**

All pupils have equal access to the PSHE Curriculum and opportunities are provided for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups and pupils from diverse linguistic backgrounds.

## **SPECIAL EDUCATIONAL NEEDS**

At our school, we teach PSHE to all pupils, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We provide learning opportunities that enable all pupils to make progress and set suitable learning challenges to respond to each pupil's different needs.

## **HIGHER (PRIOR) ATTAINERS**

At our school, high expectations are set for every pupil but we refer to pupils who have previously demonstrated or have the potential to work at a level above their peers as "**Higher (Prior) Attainers**". When assessing whether a child is a higher attainer in PSHE, we will consider whether they demonstrate a strong understanding of the diverse world around them, understand their place in it, have a thorough knowledge about how to keep themselves safe and can confidently think through more complex issues. These pupils should be given opportunities to discuss and reason, which enable them to think through more complex issues and more demanding concepts to deepen their knowledge and understanding.

## **IMPACT – MONITORING, ASSESSMENT AND REPORTING OF THE PSHE CURRICULUM**

### **(See Assessment, Recording and Reporting Policy)**

It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

Monitoring, Evaluation and Assessment of the PSHE programme is important as it enables our school to:

- understand the children's stage of development and needs.
- deliver relevant and engaging lessons.
- reflect on and analyse the impact and effectiveness of PSHE in the classroom and across the school.

Assessment will be carried out through:

- teacher observation of a child as an individual.
- teacher observation of a child within a group.
- observing/ listening when a child responds in class.
- using assessment opportunities provided by Coram Life Education that are mapped to support this.

## **Role of Governors/Parents**

Our governors determine, support, monitor and review the school's policies.

At Aughton Christ Church, we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding a 'meet the teacher' evening at the start of the school year to inform parents how all subjects are taught throughout the school year.
- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- disseminating information about PSHE learning on the school web site that all parents can access it.

## **The role of the subject leader**

- Take the lead in policy development
- Determine the aims of PSHE in accordance with the new guidelines
- To devise PSHE curriculum in line with requirements of government guidelines
- Support colleagues in the development and the implementation of this curriculum
- Support colleagues in assessment and record keeping activities
- Monitor progress in PSHE and advise the Head Teacher on action needed
- To provide and organise resources within the school
- To attend relevant courses to keep up-to-date with current procedures
- To keep other colleagues informed of professional development by sharing information
- Keep up to date with developments in PSHE and disseminate information to colleagues as appropriate
- Conduct school audits
- Carry out walkthroughs and assess learning environments
- Create an action planner (which is linked to the school improvement plan)

The PSHE Subject Leader in school is Mrs J Frackelton

Termly monitoring and evaluation of the PSHE Curriculum will be carried out by the Subject leader and feedback given to staff as a result of this.

## **Sources of Further Information**

This policy has drawn on:

- Coram Life Education <https://www.coramlifeeducation.org.uk/>
- PSHE Association <https://www.pshe-association.org.uk/>
- DfE Relations Education Guidance

**Reviewed**            **September 2024**  
**Next Review**      **September 2025**

**J Frackelton**