



Hanley St Luke's C of E Aided Primary School

Learning, Laughing, Loving at Family St Luke's

Hanley St Luke's

PSHE Policy June 2019

At Hanley St Luke's, our Mission Statement is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

EYFS

Early Years follow the Early Years Framework:

- Rules and Boundaries
- Positive Relationships
- Self-Confidence
- Talking about themselves positively
- Managing feelings
- Making relationships and turn-taking.

Children are taught through:

- Stories
- Circle time
- Discussion
- Beat Baby (Musical listening and attention device.)
- Role Play
- Modelling and Demonstrating.

KEY STAGES 1 AND 2

Across KS1 and KS2 the PSHE Association Programme of Study is followed.

Our PSHE programme endeavours to embed and promote the meaning of this statement through teaching the overarching core themes of:

Autumn Term: Health and Well Being

Spring Term: Relationships

Summer Term: Living In The Wider World

PSHE OBJECTIVES THROUGH THE PROGRAMME OF STUDY KS1 TO KS2

1. To develop their own identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online) and within context of British Value of *individual liberty*
2. To understand relationships (including different types and in different settings, including online)
3. To understand what it means to be healthy (including physically, emotionally and socially) and how to develop a balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving).
4. To address risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
5. To accept diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010 and to the British Values of *mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*).
6. To understand the meaning of rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) making links with British Values of *democracy and rule of law*.
7. To appreciate and cope with change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. To appreciate power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes). This links with British value of *democracy*.
9. To consider how to build their own career (including enterprise, employability and economic understanding)

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Because PSHE works within pupils' real life experiences, it is essential that:

- A safe learning environment is established.
- Clear ground rules are agreed.
- A confidentiality policy is understood by all present.

In PSHE, pupils may indicate that they are vulnerable or at risk. Clear links must always be made to safeguarding policies to ensure clarity about actions required.

RELATIONSHIP AND SEX EDUCATION (RSE)

STATUTORY CURRICULUM REQUIREMENTS

It is a legal requirement to teach those aspects of RSE which are statutory parts of National Curriculum Science.

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.”

It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.

Our Mission Statement commits us to the education of the whole child (academic, moral and spiritual) and we believe that RSE is an integral part of this education. We endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding and to recognise the value of all persons and develop caring and sensitive attitudes. In the teaching of relationships, staff are mindful of different viewpoints surrounding these, including those of various faith groups and therefore teach respect and tolerance of different views, treating these issues sensitively as they arise and always in line with our Anti bullying policy which states:

All staff have a duty to challenge bullying (including Homophobic, Bi-phobic or Transphobic (HBT) bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying in the planning of their curriculum and in their day to day interactions with pupils.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with a positive and age-appropriate Relationship and Sexual Education.

However, the latest DFE guidance, (February 2019) states:

In any school that provides SRE/RSE, parents have the right to withdraw their children from all or part of SRE (excluding learning about reproduction and human development within national curriculum science).

Before granting any such request, parents (and, as appropriate, the child) are invited into school to clarify the nature and purpose of the curriculum. This involves discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. School documents this process to ensure a record is kept.

The DFE identifies three main elements to RSE:

- attitudes and values,
- personal and social skills and
- knowledge and understanding.

RSE OBJECTIVES:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in others;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity (as and when it arises) and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of (though not exclusively) marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility and compassion; learning to forgive and be forgiven;

To develop self-esteem and confidence, demonstrating self-respect and empathy for others;

- building resilience and the ability to resist unwanted pressures,
- recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient and learning to recognise the appropriate stages in the development of relationships;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed and how physical love plays an essential role in life.

RECORDING AND MONITORING

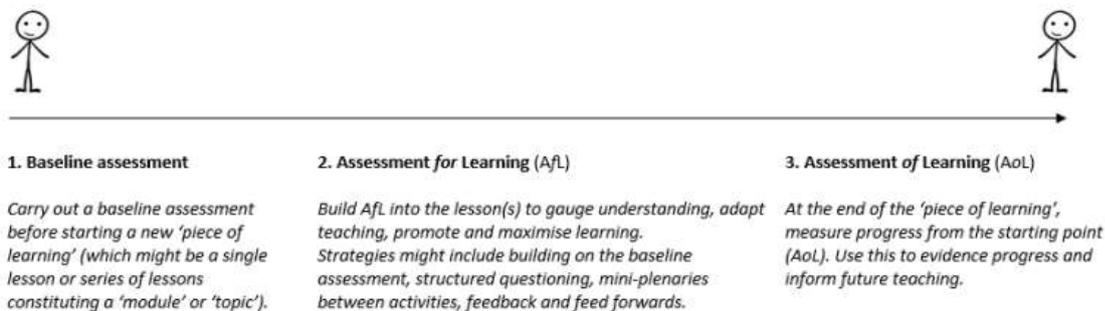
From September 2019, Year 1 will be issued with a quality workbook which will follow them through the school to Y6. Other years will be issued with an exercise book and plastic cover, which will also move up annually with the children.

Whilst much of PSHE is discussion based, 1-2 pieces of work per half term should be recorded in some form (Posters, spider diagrams, lists, PicCollage in Classbook etc,) with at least 6 pieces being stored in the pupil workbook.

The teaching and assessing of PSHE is monitored and evaluated by the PSHE co-ordinator on a termly basis.

ASSESSMENT

As PSHE is not a subject that can be measured in grades, ipsative assessment is the most meaningful method (comparing where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s)). As shown in the graphic below, the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus:



This Policy will be reviewed in June 2021.

Signed: Mrs E Wilson

Date June 2019