



St Peter's C of E Primary School

Growing together in Knowledge, Wisdom and Faith

PSHE Policy

Person Responsible for this Policy	SENCo & PSHE Leader
Governor Responsible for this Policy	Foundation Governors
Team Responsible for this Policy	Teaching & Learning Committee
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St Peter's Church of England Primary School aims to provide a happy, secure and Christian learning environment in which every child can achieve academic and personal success.

The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school policies we aim to create a caring and well-ordered environment in which our school family can learn and develop.

Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

Joy

Friendship and Respect

Determination and Courage

Trust and Honesty

Kindness and Forgiveness

This policy takes into account the DfE statutory guidance '[Keeping Children Safe in Education](#)' 2022, '[Early Years and Foundation Stage](#) 2021, '[Working Together to Safeguard Children](#)' 2018 and the [Kent Safeguarding Children Board](#) procedures.

PSHE Rationale - At St Peter's C.E. Primary School, Personal, Social and Health Education (PSHE) is central to our school ethos and Christian vision – 'Growing Together in Knowledge, Wisdom and Faith'. Matthew 12 v 33 teaches us that "To have good fruit you must have a healthy tree; if you have a poor tree, you will have bad fruit. A tree is known by the kind of fruit it bears.." PSHE supports children to develop their healthy tree and bear good fruit; it supports children in their development, and it underpins learning in the classroom, throughout the school and in the wider community. PSHE contributes to the development of children's individual identity, and their sense of self-esteem. It gives direction in life and develops decision-making skills. As children mature, it underpins and supports their emotional development. Where self-esteem is high, learning and of the social aspects of life become easier.

When children enter school in the Foundation Stage, they already have a range of life experiences developed at home. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. PSHE continues and supports the personal development of the child, as they progress through the school. Parents or adults who care for the children we teach are 'first educators' of our pupils. We work in partnership with them in developing their children's personal and emotional development. This work is important to the overall development of the child; it helps guide and develop children to be more caring, to be respectful, empathetic, and to become responsible young citizens.

The skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they do the following:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it.
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- Develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard and understanding both success and failure.
- Learn to live and enjoy a healthy lifestyle.
- Develop an active role as a member of a family, and of the community.
- Value family and marriage as the foundation of a civilized society, and a firm basis for the nurturing of children.
- Understand the principles of our society and democracy.
- Value their role as a contributing member of a democratic society.
- Take pride in our county and in our nation's great institutions, its traditions, heritage and history.
- Respect the rule of law and encourage others to do so.

- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our culture, language and architecture.
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

Aims and objectives

At St Peter's we aim to:

- develop positive social interaction, and the skills to live and work with others.
- develop a personal identity, to give a focus in life and to motivate the children we teach.
- develop the ability to be an active citizen.

At St Peter's our objectives are to:

- enhance self-esteem, and to develop motivation
- developing confidence and responsibility and making the most of their abilities
- develop pupils' to become independent, enabling them to make informed choices and decisions
- improve interpersonal skills, thus developing pupils' who are able to work independently or collaboratively
- to develop a pupils' sense of responsibility for their actions, and to contribute to and accept rules
- to engender an increased understanding of the school as a community and the wider community, preparing to play an active role as citizens
- develop a healthy, safer lifestyle
- develop confidence, resilience and knowledge so that they can keep themselves mentally healthy
- to recognise that they have feelings and to manage their own behaviour, and the impact they have on the behaviour of others
- develop good relationships and respecting the differences between people

British Values

At St Peter's CEP School, we uphold and teach students about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE), Relationships and Sex Education (RSE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum.

Democracy

We believe that the voice of everyone should be heard. Students have the opportunity to have their voice heard through our School Council. School Council representatives from Pluto, Earth, Neptune, Mercury, Saturn and Jupiter meet regularly to discuss issues, rules and school needs. Debates are held in subjects such as topic, RE & English.

The Rule of Law

We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school. Students know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection. Class and school rules are established, explained and enforced consistently. Agreed rewards and sanctions are in place to bring about positive behaviour (refer to Positive Behaviour Management policy). Outside visitors – PSCOs, fire brigade etc. are invited in to promote rules of law & safety and in Year 6, pupils attend the Safety in Action event.

Individual Liberty

Students are encouraged to make correct choices at St Peter's CEP School knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Children are able to show independence in learning and are encouraged to think for themselves. Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our e-safety teaching/assemblies.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. Class discussions and conversations reinforce mutual respect. Mutual respect is at the heart of PSHE and RE teaching.

Tolerance of those of different Faiths and Beliefs

We aim to achieve this through enhancing students' understanding of their place in a culturally diverse society and by giving children opportunities to experience diversity in our local community. Additionally, we do this through the delivery of our topics and RE lessons based on different religions and include visits to places of worship for different faiths

Principles of Learning and Teaching

PSHE and Citizenship is about how people develop and fit into an ordered society.

PSHE and Citizenship can be delivered in a cross-curricular way, or through a discrete lesson to deliver a planned scheme of work. At St Peter's PSHE takes place in discrete lessons once a week. PSHE development also takes place in our daily act of worship, at other times in the national and broader curriculum, through our school council activities and also in the playground when children are supported by Teaching Assistants and Mid-Day Supervisory staff. In this way PSHE development occurs every day.

Clearly the caring, respectful and empathetic society that we engender at St Peter's is at the core of our school ethos. This ethos lays the foundation of good citizenship and future responsibilities in adult life including parenthood.

Effective PSHE teaching takes place through a range of teaching strategies. These teaching strategies are essentially active, in that children become involved in their learning, through role-play, debate and discussion. One specific discussion forum used frequently at St Peter's is that of Circle Time (talking circles). This is central to the delivery of the social and moral elements of PSHE and Citizenship, particularly within the foundation stage and KS1. Circle time is a problem-solving strategy; it is used to develop personal skills, to explore feelings, and allows pupils to learn about themselves and their interactions with others. It is an excellent tool for exploring speaking and listening.

On occasion visitors are used to support and extend our classroom teaching. Where we use visitors, a teacher always remains present in the classroom and has total responsibility for the pupils and the visitor.

PSHE and Citizenship is an ongoing developmental programme. As part of this programme we aim to regularly update staff on issues, and teaching strategies, thus providing them with the necessary skills for teaching PSHE and Citizenship.

Scheme of Work

At St Peter's CEP School, Coram Life Education's SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme forms the basis of our PSHE curriculum and is used to support the delivery of the requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education. This in turn supports the teaching of SMSC and British Values.

As recommended by the DfE, our effective teaching ensures core knowledge is broken down into units of manageable size and communicated clearly with pupils, in a carefully sequenced way, with a planned programme of lessons. It is based on a spiral curriculum and pupils.

The whole-school termly themes are as follows:

Term 1	Me and My Relationships
Term 2	Valuing Difference
Term 3	Keeping Myself Safe
Term 4	Rules, Rights and Responsibilities
Term 5	Being My Best
Term 6	Growing and Changing

See Appendix 1 for more details of the curriculum coverage for each year group.

Differentiation and special educational needs

Throughout their school career, 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 education and relationship or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils.

Where children's educational plans identify targets relating to their personal development, the teacher should ensure the opportunities are planned to support the pupil in achieving these. The programme should be broad and balanced and provide for pupils' different learning styles.

Additional intervention groups also support children with identified specific needs such as developing social and communication skills.

Cross-curricular Links

All curriculum areas make a contribution to PSHE and Citizenship, in developing skills, attitudes, values or feelings. Some curriculum areas have specific contribution; for example, parts of sex education and healthy living are delivered through Science; the use of the Internet for information gathering and email as a communication tool, for example when looking at global citizenship issues; discussion of issues through English; and physical well-being through physical education. Where children are able to learn about themselves, to work independently, or collaboratively, a contribution is being made to PSHE.

Equal Opportunities

The school's equal opportunities policy applies to PSHE and Citizenship. Where appropriate teaching materials and individual group activities should reflect the cultural and ethnic diversity of British society. We try to avoid stereotyping, in terms of race and gender, and pupils' progress is monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected.

At St Peter's we always welcome parents or carers to discuss issues with staff.

Inclusion

This policy reflects the inclusive ethos of the school. Ensuring that we:

- Teach for diverse learning.
- Encourage children to recognise, understand, celebrate and respect similarities and differences between people.
- Set suitable learning challenges.

- Use teaching styles that ensure all children feel safe to contribute and value these contributions.
- Safeguard the interests of all children.
- Remove barriers to learning and assessment.
- Provide appropriate resources for the needs of all children.
- Provide a suitable environment within the limits of the building.
- Form a partnership between parents and the school, LEA and other agencies.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school-based activities and out of school activities relating to PSHE and Citizenship.

Assessment, Recording and Reporting

At specific points throughout the curriculum pupils are assessed by the teacher, to ensure progression and inform teachers of short-term planning needs. In the Foundation Stage these assessments will contribute towards the personal, social and emotional Early Learning Goals within the Foundation Stage Profile. In Key Stage 1 and Key Stage 2, these assessments will contribute to the judgement's teachers make about children's progress within PSHE and Citizenship across the 6 themes of the SCARF programme.

Parents are informed of their child's progress through the school's annual reporting system.

School Council

At St Peter's we have developed a school council in which children can discuss issues and make real decisions concerning the school community. Children can learn how to contribute to a democratic decision-making forum.

St Peter's School Council takes the form of one 25-minute meeting, every 3 weeks during lunchtime, chaired by the Deputy Head. All children are encouraged to write a personal manifesto outlining reasons why they should be chosen. Two representatives (one boy and one girl) from each class are then nominated to attend each session and they will report back to the class what decisions have been made. Suggestions will be brought up in general discussions and circle times and there will be a box or book placed in each classroom for anyone to place their ideas.

Community Involvement

At St Peter's we are very keen to expose children to the wider world, by inviting visitors into school and taking children on a range of interesting and exciting educational visits. Currently our visits and visitors include:

Visitors

Railway
Fire Service
Road Safety
School Nurse
Police
Safety in Action (Year 6)

Visits

Castles and other historic buildings
Museums and Art Galleries
Parks
Zoos
Fire Station

Transition

KS2/3 project

A huge focus for schools recently has been about children's well-being. Transition is a daunting time for Year 6 children, trying to cope with the emotions of having to soon leave their friends can be hard.

Moving forward, we want to try and help the children further with transition. To help with this, we launched a new ambassador system in 2019. As children leave us, a child will be chosen to be a St Peter's ambassador. As an ambassador, the children will always be there as a link from our school to their secondary school; someone that our children already have a relationship with and feel comfortable and confident to ask any question they may have before they join the respective school.

Finally, once a year, the St Peter's ambassadors will be invited to come back and visit the children in Year 6 that are going to their school. This will be a small group activity, with just the children that will be joining that school in the coming September. This means the questions and answers will be relevant just to that school. These sessions will only take one hour but we believe will be incredibly valuable, helping our Year 6 children ensure they have a positive mind-set about the move. As a consequence of this, they will arrive at their secondary school ready to continue their learning with no worries or uncertainties hanging over them.

In addition to this, we have a School Counsellor, who can work with small groups to provide pupils who are particularly anxious about transition in the summer term with additional support. This is alongside the whole class transition projects completed in class.

The Role of the Subject Co-ordinator

The subject co-ordinator will:-

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PSHE and Citizenship throughout the school.
- support colleagues in their development of detailed short-term plans and the implementation of the scheme of work and in assessment and record keeping.

- monitor the delivery of the PSHE and Citizenship Curriculum and advise the Headteacher on action needed.
- take responsibility for the purchase and organisation of central resources for PSHE and Citizenship.
- keep up-to-date with developments in PSHE and Citizenship and disseminate information to colleagues as appropriate.

Review

This policy document will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school improvement plan.