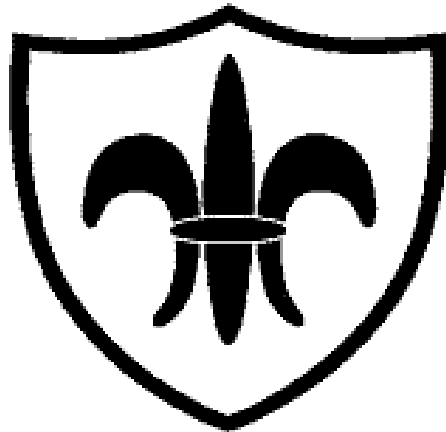




St Gabriel's CEP

PSHE

policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Develop an awareness of their responsibility as a citizen of our school and the wider community.
- Respect people's differences, demonstrating tolerance towards others and foster positive attitudes to differences in line with the Equalities Act 2010
www.legislation.gov.uk/ukpga/2010/15/contents
- Become independent and responsible members of the community.
- Develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle and to take responsibility for their own physical and mental health.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- Have the skills to make informed choices with regards to personal and social issues.
- Develop a range of personal skills, which will help them to understand relationships, and appreciate the values of a stable family and the responsibilities of parenthood.
- Begin to develop an understanding of the world of work and the wider issues of economic and industrial life.
- Develop an awareness of their responsibility for the environment.
- Understand the importance of British Values
- Be aware of how to keep themselves safe online and the potential risks of using the internet and social media in today's society.

PSHE is central to every activity in our school. Through our school ethos and the relationships we promote with children and colleagues, we foster pupils' self-esteem, moral and social skills and care for their mental and physical health. PSHE features in the taught curriculum of every subject, playtimes, outings and whole school activities such as Christmas events, prize-giving and Sports Day. It is promoted through our school and classroom rules. PSHE is also an essential part of our assemblies, mass and collective worship.

We aim to help children at school develop into responsible, caring and respectful members of the community.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

Non statutory elements of PSHE will be included and taught according to the particular needs of the children in our school and community. Non statutory learning objectives from the PSHE Association's Programme of Study will be reviewed by teachers yearly and taught in addition to the statutory PSHE content as appropriate, mapped by teachers into year groups to suit the needs of the children, to build on previous learning and allow for progression, reinforcement and continuity.

3.2 How we teach it

- In KS1 PSHE is taught for 45 minutes per week and for an hour per week in KS2 by the class teacher.
- Parts of the PSHE curriculum may be combined with other parts of the curriculum where learning objectives match, for example, when teaching about internet safety in ICT.
- All pupils are included in lessons, regardless of ability, special educational needs and/or disability. We celebrate cultural diversity and are sensitive to the religious beliefs and values of all pupils. The resources used and topics taught will reflect the multicultural society in which we live. Staff will ensure that any specific learning needs are catered for within a lesson – for example supporting any child who may require support with communication or one who requires a multi-sensory approach for engagement. Higher achieving children are supported through the use of extension questions or different scenarios to review and relate to.
- Teachers will plan interventions to support children in PSHE as in other curriculum areas, these may take the form of supporting social and emotional aspects of learning and the development of emotional literacy, in one to one sessions or in small groups led by teaching assistants or other professional (MHST worker, Art therapist), and seeking parental consent where appropriate.
- Teachers do not let their personal beliefs and attitudes influence teaching. We have regular staff meetings to ensure teachers are familiar with learning objectives and

confident with teaching PSHE. If they are concerned about teaching any areas of the curriculum they are encouraged to speak with the PSHE coordinator. If there are unexpected difficult or controversial questions from pupils, teachers will explain that they will seek advice before answering them and consult the PSHE coordinator as soon as they can.

PSHE throughout the school day

- We have a system of house points, which are awarded not just for good work, but also for helpfulness, being thoughtful and polite and showing respect for others. House points are collected from each class on Friday's by two year 6 monitors and read out in assembly the following Monday. The winning house is announced and allowed into lunch first for one week. In addition, the winning house each term is given a house reward. Details of house points are displayed on the house points board in the school and the main school building.
- Mention badges are given to two children per class each week in assembly to reward a piece of good work or behaviour from the week. A record of those mentioned is kept in the mentions book in the school lobby. A child who is mentioned three times in one academic year is given a bronze certificate, six times a silver and nine times, a gold certificate.
- Courtesy badges are also awarded each week in assembly to two children in each class. These are worn until the next assembly when courtesy badges are handed out to other children. A record of those given courtesy badges is kept in the mentions book in the school lobby
- Each week, staff decide on a 'St Gabriel's Star of the Week' which is announced in Thursday assembly. This is a surprise to the child, whose parents have been contacted the previous day and invited to the assembly. Information is read out about the star of the week to the school to show what a role model they are. Their picture is taken and entered into the star of the week book kept in the school lobby.
- Family assemblies take place every Thursday morning. During this, we share and celebrate examples of good work. Sometimes a whole class or group will be praised for collaborative work. Certificates are also given for curriculum areas and attendance.
- We have a school council, which works to let everyone have their say and to make choices and changes. Two representatives from classes 2-6 take different roles within the council, decided by themselves at the beginning of each school year and the PSHCE co-coordinator supervises these meetings. The meetings take place weekly during lunchtimes.
- We also have house captains who have responsibility towards the younger children and librarians and ICT monitors to oversee these areas.
- We have friendship stops on both playgrounds. All members of the school council act as 'playground pals' to the other children. Children who 'need a friend' can sit on the bench beneath the friendship stop so that others know when children need their help, or approach a school council member. There are opportunities for children to write prayers and have quiet thinking time in the quiet area of the playground.

- Children learn about and come to respect other children's backgrounds and beliefs through circle time and collective worship.
- Each week one child from KS1 and one child from KS2 are chosen to sit on the 'top table' in the dining room. These children are chosen by lunchtime supervisors during the week for showing good table manners and good behaviour in the dining hall. They are announced in Friday assembly and then sit on top table each day the following week, with two guests that they choose. Also, in the hall, healthy eating is promoted through healthy packed lunch rules, healthy dinners and through posters on the walls.
- A number of after school clubs are offered to the children, such as sports clubs, choir, music and art clubs.

Teaching methods and resources may include

- Discussion of topics and issues within the classroom – Circle time, role play, puppets, worry box, group and paired work.
- Brainstorming
- Role-play, hot-seating, freeze-frame and other drama techniques
- Storyboards/cartoon strip/scenario script writing
- Responding to a scenario, picture or video clip of relevant material or current affairs
- Mind map or spider diagram
- 'Graffiti wall'/'working wall'
- Response in words and pictures
- Explain to an alien
- Guest visitors talking about specific issues – police, health professionals, representatives from different religions
- Taking part in activities to promote active citizenship – charity fund/ awareness raising

Assessment

- In the Foundation Stage PSHE is taught according to Development Matters curriculum guidance for Personal, Social and Emotional Development. Learning is regularly assessed and interventions are planned where needed as for other subjects. PSED is assessed by the ELGs at the end of the year.
- In KS1 and KS2 children have class 'big' books in the same way as they do for RE. Please see big book guidance for RE.
- Teachers assess children's progress in PSHE by their achievement in PSHE lessons relating to learning objectives and observations within class and around school. This takes the form of a RAG score per term. Teachers also use ipsative assessment, comparing where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), as this is very meaningful in PSHE.

- discussion with parents during parent consultations and at other times.
- While teaching and assessing PSHE, teachers should find value in considering pupils' increase in knowledge, increase in understanding, change or reconfirmation of a belief, richer vocabulary, increased competence in skill, acquiring new strategies, increased confidence, changed and challenged assumptions.
- Teachers track the Wellbeing of the children in their class two termly and this is discussed at the beginning of double termly pupil progress meetings as low wellbeing would likely impact on all areas of learning. Wellbeing tracking also aids the planning of interventions based on children's needs which may take the shape of referral to external agencies, individual or group work or intervention in another form.
- Pupils' progress in PSHE will be reported to parents in reports and as part of discussions in parent evenings.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Rosemarie Wilson, PSHE Coordinator, through:

- planning scrutiny
- book monitoring

- Wellbeing tracking
- learning walks
- informal observations of childrens' behaviour at various time of the day

This policy will be reviewed by Rosemarie Wilson, PSHE Coordinator, annually. At every review, the policy will be approved by the headteacher and governing body.

6. Links with other policies

This policy links to the following policies and procedures:

Policies for RSE, Teaching and Learning, Behaviour, SEN, Child protection and Drugs Education.