

# PSHE Policy

## St James' C of E Primary

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### 1. Aims

St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school like and the wider 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, as a primary school we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Please refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy for Relationships Education can be found on our website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group. Appendix 1.

## **3.2 How we teach it**

### **How often PSHE lessons take place**

PSHE is taught for a minimum of one hour every fortnight.

- Some areas of the PSHE curriculum are covered or revisited in other areas of our curriculum such as P4C, English or covered as part of our wider school offer, such as in assemblies and whole-school events.
  - Across the school some year groups have school trips which are linked to PSHE topics.
  - The curriculum is delivered by teaching staff. External agencies can be invited to support or enhance the delivery of PHSE. These might include: the school nursing team, police, NSPCC, Beacon, and St John's Ambulance. External agencies and visitors are invited to make themselves familiar with and understand the school's PSHE policy, confidentiality, Child Protection Policy and work within these policies.
- > Lessons are differentiated to ensure they are accessible and inclusive to all pupils.
- > Ground Rules are used in all PSHE and Relationships Education lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality, if a disclosure is made then the school child protection/safeguarding procedures must be followed.
- > PSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.
- > Pupils are able to ask anonymous questions by writing a note for the class worry/question box/ask it basket. This box is found in every classroom whilst Relationships Education is being taught.
- > Regular staff meetings are carried out where teachers have the opportunity to discuss issues arising from the curriculum, to share good practice and to talk about any future CPD needs.
- > Staff questionnaires help us to monitor which areas of the curriculum they may need further support and training in.
- > Pupil voice is used to gain the children's views and understanding of the curriculum.
- > St James uses the Manchester Healthy schools PSHE 'I Matter' programme of study and resources supplemented by the use of other suitable resources dependent on the topic.
- > Assessment is ipsative and compares where a pupil is at the end of a lesson or series of lessons against where they were before. Baseline assessments are undertaken before new pieces of learning. Assessment for learning is built into lessons to gauge understanding, adapt teaching and to promote and maximise learning. Assessment of learning is completed at the end of piece of learning and used to inform future teaching.
- > Progress will be reported on as part of parents evening meetings and in reports.

## **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/Executive Headteacher/Head of School**

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 Joanne Westhead (Head of School)) and Lesley Gore (Assistant Head of School) through:

Planning scrutinies, learning walks, lesson observations staff and pupil voice.

This policy will be reviewed by Joanne Westhead (Head of School) bi-annually. At every review, the policy will be approved by the Full Governing Body.

## **6. Links with other policies**

This policy links to the following policies and procedures:

Relationships Education Policy

# Appendix 1

## Primary IMatter PSHE Curriculum Overview

Year Group	Relationships Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
<b>Year 1</b>	<ol style="list-style-type: none"> <li>Who are the people in my life who love and care for me?</li> <li>What are the differences and similarities between people?</li> <li>What are the similarities between girls and boys?</li> </ol>	<ol style="list-style-type: none"> <li>What makes me happy? What are feelings?</li> <li>What is the difference between good secrets and bad secrets?</li> <li>How does my behaviour affect others?</li> </ol>	<ol style="list-style-type: none"> <li>What are the rules for keeping me safe in familiar and unfamiliar environments?</li> <li>What are rules about household substances?</li> <li>What is an emergency and what do I do?</li> </ol>	<ol style="list-style-type: none"> <li>Where does food come from?</li> <li>How do I look after my teeth?</li> <li>How do I keep clean?</li> </ol>	<ol style="list-style-type: none"> <li>What are class rules? (British Values)</li> <li>Where does our money come from?</li> <li>What is the environment?</li> </ol>
<b>Year 2</b>	<ol style="list-style-type: none"> <li>What is private? (body parts)</li> <li>What happens when the body grows young to old?</li> <li>What is fair, unfair, kind and unkind? (friendship)</li> </ol>	<ol style="list-style-type: none"> <li>What is the difference between small feelings and big feelings?</li> <li>How can I keep safe online?</li> <li>What makes others happy? What is the different between joking, teasing and bullying?</li> </ol>	<ol style="list-style-type: none"> <li>How do medicines help us when we are unwell?</li> <li>How do I keep safe at home?</li> <li>What is my responsibility for keeping myself and others safe?</li> </ol>	<ol style="list-style-type: none"> <li>Why do I eat?</li> <li>Why should I be active?</li> <li>How can I prevent diseases spreading?</li> </ol>	<ol style="list-style-type: none"> <li>What groups and communities am I a part of?</li> <li>How do we make choices about spending money?</li> <li>How can we look after the environment?</li> </ol>
<b>Year 3</b>	<ol style="list-style-type: none"> <li>What is personal space?</li> <li>What does a healthy relationship look like?</li> <li>Why is being equal important in relationships?</li> </ol>	<ol style="list-style-type: none"> <li>How do my feelings affect my behaviour? How can I manage my feelings?</li> <li>What are the ways we communicating online?</li> <li>What am I good at?</li> </ol>	<ol style="list-style-type: none"> <li>What happens when I breathe smoke in the air?</li> <li>How do I recognise risks in my life?</li> <li>What do I do in an emergency?</li> </ol>	<ol style="list-style-type: none"> <li>What is a healthy diet? What is an unhealthy diet?</li> <li>How do I keep safe in the sun?</li> <li>Why is personal and oral hygiene important?</li> </ol>	<ol style="list-style-type: none"> <li>How do rules and law protect me?</li> <li>What is the difference between my local British communities and global communities?</li> <li>What are the links between work and money?</li> </ol>

<b>Year 4</b>	<ol style="list-style-type: none"> <li>What is diversity?</li> <li>Do boys and girls have different roles?</li> <li>What changes happen to my body?</li> </ol>	<ol style="list-style-type: none"> <li>What is resilience?</li> <li>What does it mean to have responsibility over my choices and actions?</li> <li>What is discrimination?</li> </ol>	<ol style="list-style-type: none"> <li>How do I manage risks in my life?</li> <li>What is self-control?</li> <li>What is the difference between legal and illegal drugs? Are all drugs harmful?</li> </ol>	<ol style="list-style-type: none"> <li>How do I make sure I get good quality sleep?</li> <li>What is fuel for the body? Does all food provide the same amount?</li> <li>How do I know if I'm physically ill?</li> </ol>	<ol style="list-style-type: none"> <li>What are the rights of the child?</li> <li>How do we look after our money?</li> <li>What is sustainability?</li> </ol>
<b>Year 5</b>	<ol style="list-style-type: none"> <li>What is puberty?</li> <li>What are the different relationships in my life?</li> <li>What is unwanted touch? Understanding FGM</li> </ol>	<ol style="list-style-type: none"> <li>What is mental health?</li> <li>How do I negotiate and compromise?</li> <li>How do I stay safe on a mobile or tablet?</li> <li>How can I be happy being me? (body image)</li> </ol>	<ol style="list-style-type: none"> <li>How do I respond to dares?</li> <li>What are 'habits'?</li> <li>Who or what influences me?</li> </ol>	<ol style="list-style-type: none"> <li>How can we stop the spread of infection?</li> <li>Why are vaccinations important?</li> <li>Why is it important to know about nutritional content of food?</li> </ol>	<ol style="list-style-type: none"> <li>How and why do we make and change rules?</li> <li>What is Fair Trade?</li> <li>How can I combine sustainability with fair trade using my enterprise skills?</li> </ol>
<b>Year 6</b>	<ol style="list-style-type: none"> <li>What changes happen in my life?</li> <li>What happens in a loving relationship and what is forced marriage?</li> </ol>	<ol style="list-style-type: none"> <li>How can I challenge negative thoughts and feelings?</li> <li>What is stereotyping?</li> <li>How can the internet positively and negatively affect our mental health?</li> </ol>	<ol style="list-style-type: none"> <li>How do drugs affect the mind and body?</li> <li>How do I manage peer pressure?</li> <li>What are basic emergency first aid skills?</li> </ol>	<ol style="list-style-type: none"> <li>How is my mental and physical wellbeing connected?</li> <li>How do I keep physically healthy?</li> <li>Can I plan and prepare a healthy meal?</li> </ol>	<ol style="list-style-type: none"> <li>Why is it important to be critical of the media online and offline?</li> <li>How do people manage money?</li> <li>What do I want to be?</li> </ol>

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