

Curriculum Policy: PSHE

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the PSHE curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.



OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy and RSHE Policy.

Intent

At St Matthew's we aim to provide a PSHE curriculum that promotes healthy, independent, confident and responsible members of society. We ensure opportunities are provided to develop the children's responsibilities towards themselves, others in school as well as the local and global community. We are committed to the development of children's social and emotional skills, increasing their self-esteem as well as ensuring positive physical and mental well-being. This commitment is embodied in the school's motto '**Let Your Light Shine**' as well as our vision and values.

Our key aims of the PSHE (Y1-6) and PSED (EYFS) include:

- To encourage the children to develop and demonstrate our core values of kindness, respect, perseverance and aspiration in their everyday lives.
- To develop children's awareness and knowledge of themselves as individuals, understand their unique talents and develop their ability to share their beliefs.
- To develop children's awareness of who is important to them and understand why they are important.
- To provide opportunities for children to develop the skills and ability to recognise and talk about their feelings and emotions.
- To develop children's sense of self, self-esteem and self-confidence.
- To encourage children to always be open, honest and truthful.
- To develop children's understanding of what constitutes good friendships and what family means.
- To develop children's understanding of the differences between a positive healthy relationship and a less positive unhealthy relationship, including being able to recognise and report concerns and abuse.
- To develop children's ability to take turns, demonstrate kindness and show consideration and respect to others as well as oneself.
- To develop children's social skills and enable them to develop successful relationships with all members of their community.
- To embed the importance of seeking and giving permission as well as the concept of personal privacy.
- To provide opportunities for children to discuss and develop personal attributes including honesty, integrity, courage, humility, generosity, trustworthiness and a sense of justice.
- To know and understand what constitutes a healthy lifestyle.
- To develop children's understanding of good physical and mental wellbeing.
- To provide opportunities for children to develop the skills they need to make good choices about their own health and wellbeing (both physical and mental), including understanding the benefits of these choices (for example, daily exercise, good nutrition, sufficient sleep, hobbies, interests, community participation).
- To develop children's knowledge of different types of risks (for example, fire, water, railways) and understand how to keep themselves and others safe.
- To develop children's knowledge and ability to be able to stay safe in an online world.
- To develop children's understanding of their role as citizens and foster a sense of community.
- To support children to become independent and responsible members of the school, local and global community.
- To develop children's knowledge of the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To ensure children recognise their rights and the rights of all children around the world.
- To develop children's understanding of British Values and provide opportunities for children to demonstrate them in their everyday lives.

- To develop children's ability to make informed decisions about personal, moral, social and cultural issues.

PSHE is delivered through the Heart Smart program, Zones of Regulation and additional half termly units to ensure coverage, continuity and progression of all aspects of Personal, Social, Health (including Drugs Education and Relationships and Sex Education), Financial and Citizenship Education as well as meeting the needs of our families and community. The additional half-termly units include the lessons provided by the Christopher Winters project, Young Leaders Award, Red Cross First Aid Champions, NSPCC PANTS and RSPCA. (See Long Term Plan.)

Implementation

Planning, Teaching and Learning

- Each classroom creates a learning environment that fosters the importance of loving and accepting ourselves as well as others.
- We have a whole school approach to behaviour which promotes restorative practice and links to children's rights.
- From Year 1 to Year 6 we use the Zones of Regulation framework for children to build an awareness of their feelings and emotions. Children provide a morning feelings check-in and are able to adapt this throughout the day.
- From EYFS to Year 6 we follow the Heart Smart program to deliver PSHE which meets the requirements of the National Curriculum.
- Heart Smart encourages children to adopt a growth mindset, build resilience, develop a healthy emotional attitude and demonstrate empathy.
- Heart Smart is based on five key principles of feeling valued, considering others and empathy, forgiveness, being truthful and not giving up when faced with a challenge. These principles are revisited in each year group at an age appropriate level.
- In EYFS, PSHE learning experiences are planned from the Early Years Foundation Stage curriculum where Personal, Social and Emotional development is identified as a prime area of learning.
- From EYFS to Year 6, a weekly Heart Smart lesson is planned and taught following the Heart Smart program.
- Each year group has a medium term overview for each unit which provides links to prior learning and future learning, key knowledge and skills to be taught, a possible starting point and end product, key vocabulary and links to key texts/Bible references.
- We recognise that opportunities for PSHE development are often spontaneous and specific to individual or groups of children's needs; on these occasions, additional targeted sessions are planned.
- In addition to the weekly Heart Smart lesson, it is planned for each year group to undertake an additional PSHE unit every half term. Each unit is carefully mapped out to meet the needs of our children at an age-appropriate level. (See Long Term Plan)
- All children are encouraged to take an active part in their learning through activities such as circle time games, open discussions, role-play and problem solving activities.
- Opportunities to take part in practical and relevant activities are regularly planned. For example, fundraising for charities, through links with the community and visitors to the school.
- PSHE is regularly taught through a cross-curricular approach and many topics link with science, R.E., P.E. or Computing.
- Opportunities for children to develop key skills including our school values of respect, kindness, aspiration and perseverance are planned regularly through initiatives such as bikeability week, NSPCC talks, anti-bullying week, community events through the church and school nurse visits.
- From EYFS to Year 6, each class has a 'Heart Smart,' book. This is used to include examples of children's work and gives the children an opportunity to celebrate their learning.

- The children lead the school council. The school council is elected by their peers and consists of children from Year 1 to Year 6. They meet regularly, with a clear agenda, to represent the ideas and views of their classmates.
- From EYFS to Year 6, we promote healthy food choices through providing daily fresh fruit and water.
- Children are offered opportunities to take part in a range of co-curricular clubs including football, cross country, languages and library club.
- From EYFS to Year 6 a class charter is drawn up. This is done in consultation with the children and adults, and identifies the rights that are most relevant to the class.

Leadership, Assessment and Feedback

- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge through planned questioning or additional activities.
- Assessments are made following a combination of observations, discussions and outcome of work in lessons.
- In EYFS, class teachers assess children's development and progress using Development Matters and the Early Learning Goals by making judgements as they observe children.
- From Years 1 to 6, assessment is carried out according to guidance from Heart Smart. This is made following activities and through cross-curricular links. Where possible, self-assessment by pupils is also used.
- Subject leader monitors teaching and learning through learning walks, pupil voice, and book looks.

Confidentiality and Safeguarding

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific issue, or the disclosure of a sensitive nature. In line with our safeguarding policy, staff cannot offer confidentiality but must take appropriate steps to support and safeguard the child. At the beginning of relevant lessons, it may be important to establish ground rules or create opportunities for anonymity. Staff must ensure children feel valued in asking and answering questions and must carefully consider how and when to answer some questions based on the child, their age and needs.

Inclusion

- Children of all abilities and beliefs have access to the PSHE curriculum.
- Provision for children with Special Educational Needs and Disabilities is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE lead.
- It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes are discussed and all children are encouraged to participate.
- Within the planning of PSHE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task and type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of such an event, the child's parent or carer will be informed before the lesson or activity takes place.

Impact

- Children demonstrate our core values of kindness, respect, perseverance and aspiration in their everyday lives.
- Children have a good understanding of what constitutes positive healthy relationships and demonstrate this in the choices they make.
- Children understand who is important to them as well as when and how to ask for support.
- Children have the emotional intelligence to recognise, discuss and regulate their emotions and feelings.
- Children respect different points of view, cultures and beliefs; they accept and show kindness to others.
- Children have the social skills and empathy to work as a team. They are able to take turns, negotiate and compromise when needed.
- Children are able to make links between their own lives and those of others in the wider community and beyond.
- Children understand the importance of being honest and truthful, even in difficult situations.
- Children make good choices in relation to their physical and mental health, understanding it is okay to ask for help when needed.
- Children understand how to keep themselves safe online.
- Children know the main political and social institutions which affect their lives and play an active part in the wider community.
- Children understand they are a member of the school, local and global community and are able to make positive contributions to wider society.
- Children show an understanding of their rights and understand how they and others should be treated.

This policy will be reviewed biennially or more frequently if required.