

Chorlton C of E Primary – PSHE Education Policy

Our Vision: ‘Loving to learn; learning to love’

**‘You show love for others by truly helping them,
and not by merely talking about it.’
(1 John 3. 18 CEV)**

Ratified April 2021- Review April 2024

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of Respect, Friendship, Honesty, Perseverance, Tolerance and Enjoyment which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

Chorlton CE Primary School is a Rights Aware (silver) school under the The United Nations Convention on the Rights of the Child with UNICEF. We strive to put the well-being and personal development of our pupils at the forefront of everything that we do, reflected in the articles below:

Article 2: All children have these rights no matter what!

Article 12: Your right to say what you think should happen and be listened to

Article 13: Your right to say what you think and receive information

Article 19: You should not be harmed and should be looked after and kept safe

Article 31: Your right to relax and play

Article 36: You should be protected from doing things that could harm you

This policy covers our school’s approach to PSHE and how it is embedded into our curriculum. This policy has been developed by the PSHE Lead. As part of the development parents, children and staff were consulted. This was done via parent, staff and pupil survey, PSHE lessons, staff inset and school council contributions.

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

Policy Aims and Objectives

At Chorlton C of E Primary School we put the well-being and personal development of our pupils at the forefront of everything that we do. Accordingly, PSHE is at the core of our daily routines and interactions and is embedded across the full curriculum.

Through our PSHE curriculum we aim to:

- Provide engaging and enjoyable learning experiences which are meaningful and appropriate for the children in our school.
- Develop the knowledge and skills pupils need to keep them healthy and safe, and to feel confident and prepared for living a fulfilling life.
- Develop personal skills and attributes such as resilience, self-esteem, team working, risk-management and critical thinking.
- Encourage our children to become responsible citizens who make a positive contribution to society.

We believe that our PSHE curriculum should reflect the needs of our pupils and the community within which they live. As a staff team we have combined the statutory requirements and guidance of the national curriculum, with recommendations from the PSHE Association and Manchester Healthy Schools to create our own programmes of study. Where appropriate, links have been made to support our Rights Respecting School ethos and to both our British and Christian Values.

Intended Outcomes

Our PSHE curriculum comprises of 3 Core Themes of learning. These are followed across all year groups and are adapted accordingly in order to secure clear progression of knowledge, skills and understanding:

Core Theme 1: Health and well-being

Pupils will be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

Pupils will be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen

Pupils will be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively

7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Creating Safe and Supportive Learning Environment

The subject of PSHE deals with real life issues which affect children and young people, their families and their communities, and engages with the social and economic realities of their lives, experiences and attitudes. We therefore recognise that it is essential to create a safe and supportive learning environment. This will be done by establishing a class charter that sets out clear class expectations. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the schools safeguarding and child protection policy.

Equality of Opportunity

We will ensure that pupils with SEND receive access to PSHE through differentiated planning, scaffolding learning and support from additional adults, when appropriate. B Squared will be used to support teachers to break down PSHE objectives for children working outside of their year group. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. We promote diversity and inclusion and will consider all pupils' needs by ensuring learning is matched to their ability, whilst ensuring the environment enables them to access learning and make progress. We expect our pupils to consider others' needs by being respectful of one another's differences. We will support our pupils to recognise that every individual has an equal right to participate and engage with lessons and that discussions and opinions shared in lessons should be valued.

Teaching and Learning

At Chorlton C of E, PSHE is taught through weekly planned discrete lessons together with additional circle times, where pupils are given the opportunity to respond to and discuss current issues that are affecting their class, school or the wider community. Careful links are made across the curriculum whenever appropriate and through daily routines and systems in order to ensure that our young people have many opportunities to share their experiences, learn about the world around them and have a voice. PSHE themes are planned for within weekly collective worships.

Planning

During each key stage objectives will be split into the three main cores:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We have developed a clear progression of knowledge and skills across the key stages which ensures children's PSHE learning is built on and developed throughout their time at Chorlton C of E Primary. Clear links are made across different areas of the curriculum. Links are also made to the British

Values and Rights Respecting Schools. Core texts are embedded into the PSHE curriculum, these are carefully planned for to ensure progression in themes across the key stages and also to promote equality and diversity.

Our PSHE Curriculum is updated regularly by class teachers to reflect the content and resources that will be used. This enables us to ensure that content is relevant, up to date and quality assured. The curriculum documents for each Year group can be found on the school website here:

<https://www.chorltonce.co.uk/pshe-2/>

Assessment

Each class has a whole class Floor book to evidence PSHE work across the curriculum. Evidence is collected from weekly PSHE lessons and other opportunities within the term e.g Forest school, Collective worship, Circle times. This shows all children's learning and progression across the year.

We will assess each pupils learning through the year. Teachers complete whole class feedback sheets and deliver whole class feedback sessions to support children to understand their own learning and next steps from each session. This then supports teachers to complete formal assessments, twice a year, identifying where children are working in relation to the objectives outlined in the progression documents.

Teaching responsibility and staff training

Victoria Foreman is the current subject lead for PSHE and all teachers within school has a responsibility to deliver PSHE lessons. We work with Manchester Healthy Schools to provide appropriate staff CPD.

They provide staff CPD in following areas:

- *Mental Health and Wellbeing*
- *Emotional Health and Resilience*
- *Drugs and Alcohol*
- *Healthy Lifestyles*
- *Relationships and Sex Education*

The school nurse also supports teachers to deliver lessons around Mental health and Wellbeing and Relationships and Sex education.

Confidentiality and handling disclosures

Due to the nature of PSHE education we recognise pupils' learning may result in them seeking advice or support on a specific personal issue. We will ensure confidentiality by setting out clear ground rules during PSHE lessons, however teachers recognise they cannot offer complete confidentiality; teachers will outline and be clear about what can and cannot be kept confidential. We will ensure that external contributors, including school nurses, are clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. If a pupil makes a disclosure, we will follow the schools safeguarding policy.

Responding to pupils questions

Pupils' questions will be answered by their class teacher or adult conducting the lesson. We want to support pupils to feel free to ask questions they wish and will support this by allowing pupils to raise questions in lessons. Answers to questions will always take pupils prior learning, readiness and safety into consideration. We will allow pupils to raise anonymous questions through the use of

anonymous question boxes in each class. If a safeguarding issue is raised by an anonymous question we will refer to the schools safeguarding policy and report to the DSL or member of SLT.

Monitoring and evaluation

This policy will be implemented by all teaching staff. The PSHE lead will monitor how the policy is implemented and its effectiveness'. The PSHE lead will feedback to staff and SLT on a regular basis through meetings and CPD. The impact of the policy will be monitored through learning walks, floorbook looks, pupil voice, parent voice, staff voice and assessment outcomes.

Links to other school policies and areas of the curriculum

This policy supports/complements the following policies

- Child protection/safeguarding
- Extremism
- Bullying
- Relationships and sex education
- E safety
- Food and drink

Learning in PSHE lessons will link to learning in Computing, Science and RE and will support our ethos as a Rights Respecting School. Through the creation of our progression of skills and knowledge curriculum we have been able to ensure cross-curricular learning opportunities are used where appropriate and possible to enable these subjects to complement one another.

Involving parents and carers

We are committed to working with parents and carers. We will communicate with parents and carers by engaging them in regular surveys to consult with them. We will ensure all PSHE learning overviews are available to parents through the school website. This will allow parents to be involved in reviewing the policy and our PSHE curriculum. We will send out appropriate materials and share these on our school website to support parents when dealing with issues linked to PSHE. We will offer parents talks, drop in sessions and workshops about PSHE education and RSE where it is deemed appropriate or requested.

Signatures

Head: S. Halliwell
PSHE Lead: V.Foreman
Governor: S. Hilton

How the policy will be disseminated to schools community: School website and staff shared area

Date Policy Formally Approved By Governors: Feb 2021



Date Policy Becomes Effective: Feb 2021

Review Date: Spring 2024

Person(s) responsible for Implementation and Monitoring: PSHE Lead

Links to other relevant policies: Behaviour policy, Curriculum Policy, Anti-Bullying Policy , RSE Policy