

St Paul's CE Primary School, Utkinton & Cotebrook

Personal, Social, Health & Education Policy 2022 - 2023



We work hard at St. Paul's Primary School, Utkinton to tailor the curriculum so it is bespoke to our children, supports their journey to becoming fully rounded individuals prepared to make life decisions, be resilient, aware of mental health with a positive attitude about how we can live well together and have a positive impact in our communities.

Our school works within the recommendations of The Equality Act 2010.

PSHE (personal, social, health and economic education) is a core part of educating our children to be able to, as Jesus said, 'live life in all its fullness' (**John 10:10**) At St Paul's Primary School, Utkinton, we believe PSHE is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education enables pupils to achieve their academic potential, allowing them to flourish in all aspects of life, and to lead confident, happy, healthy, independent and productive lives.

Intent

Our PSHE curriculum is an age-appropriate, high quality, evidenced-based curriculum that aims to prepare our children for opportunities, responsibilities and experiences of later life. It develops our children's resilience, developing their ability to make sound decisions when facing risk and challenge. It allows our pupils to explore and pursue big questions such as 'Who am I? Why am I here? What do I desire? How do I want to live?'

High priority is given to this subject as evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

We believe a great PSHE curriculum should enhance the personal, social, emotional and economic wellbeing and happiness of everyone, as well as supporting children's mental health. Increasing happiness in children can help break the deeply ingrained, limiting beliefs and self-perceptions that stifle aspiration and hamper the ability to achieve.

What we teach in PSHE will help our pupils foster lifelong aspirations, goals and values.

Our PSHE ensures children develop an understanding of and ability to apply -

- Coping Skills (relating to resilience and mental health)

- What achievement and Success is (understanding how we learn and develop)
- Having Confidence (speaking up and out, taking on challenges etc)
- Positive Relationships (friendships, home relationships, being safe both online and offline), encouraging pupils to consider how to build positive relationships, as well as building empathy and dealing with conflict.
- Support (citizenship, helping others)

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. It is whole heartedly about securing transformational outcomes for young people, prompting a well-rounded approach to personal development, allowing them to reach their fullest potential.

We firmly believe pupils need knowledge to help them make informed decisions about their wellbeing, health and relationships and to be able to become successful adults ready to make a positive contribution to society and the community in which they live. PSHE has RSE (Relationships and Sex education) integrated within it. Relationships and health and wellbeing education are compulsory elements of the primary curriculum. Sex Education is a non-compulsory part of our curriculum offer - parents have the right to withdraw their children from these lessons, in consultation with the school. Further information on this is available in our RSE policy.

Implementation

Early Years

In Early Years, the majority of PSHE is taught through the Personal, Social, Emotional Development area of learning, however some other objectives linked to PSHE fall into Communication and Language and Understanding the World. The objectives covered are detailed below. For more information, please visit the Early Years Tab on our school website.

Nursery

Through Personal, Social, Emotional Development the children will learn -

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries.

- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Through Communication and Language the children will learn -

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.

Through Understanding the World the children will learn -

- Continue developing positive attitudes about the differences between people.

Reception

Through Personal, Social, Emotional Development the children will learn -

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

- Manage their own needs - Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing. Including- regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.

Through Communication and Language the children will learn -

- Understand how to listen carefully and why listening is important.
- Develop social phrases.

Through understanding the World

- Talk about members of their immediate family and community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Key Stage 1 and Key Stage 2

In Key Stage 1 and 2, PHSE comprises of three main elements –

- Health and Wellbeing – Children acquire knowledge and skills to inform them of the elements of a healthy and balanced lifestyle including a specific focus on mental health. Children will explore themes around keeping safe – including following rules and information about harmful illegal and legal substances such as drugs, alcohol and tobacco. Within this part of our curriculum there are some non-compulsory elements of the curriculum on Sex Education – ‘Ourselves and Growing and Changing.’
- Relationships – Exploring what healthy relationships look like, diversity within families and marriage and family life. Children will also complete an exploration of friendship and managing hurtful behavior and bullying and engaging in safe relationships. They will develop feelings of self-worth - respecting oneself and others.
- Living in the Wider World – Looking at our rights and responsibilities, developing the children’s media and digital resilience as well developing the children’s money and economic wellbeing.

Throughout our curriculum the children’s understanding of British Values will be developed. British Values are also taught within PHSE, within our wider curriculum and through enrichment days. This learning encompasses -

- Democracy - How citizens can influence decision making through a democratic process.
- The rule of the law – An appreciation that living under the rule of the law protects individual citizens. An understanding that bodies such as the police and

the army can be held account by people, through the democratic organs of Government.

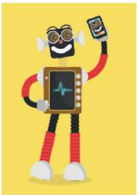
- Individual liberty – An understanding that the freedom to hold other faiths and beliefs is protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.
- Mutual respect
- Tolerance of those of different faiths – An understanding that the problems of identifying and combating discrimination.

In Key Stage 1 and 2 PSHE is taught on a weekly basis but it also integrated into all other aspects of school life. The children will learn about Health and Wellbeing, Relationships and Living in the Wider World in a cross curricular, interlinked manner through our Heartsmart principles. Mental health and Wellbeing aspects of PHSE is again delivered through Heartsmart but is supplemented through our experience and awareness days.

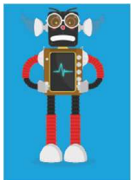
The Heartsmart Principles Include –



Don't Forget to Let Love in – Learning how important, valued and loved we are.



Too Much Selfie isn't Healthy – Exploring the importance of others and how to love them well.



Don't Hold Onto What's Wrong – Understanding how to process negative emotion.



Fake is a Mistake – Unpacking how to bravely communicate the truth.



No Way Through isn't True – Knowing there is a way through every situation, no matter how impossible it may seem.

For more information on coverage and small step objectives covered within each year group please see our PSHE small steps document.



As stated above, our mental health and wellbeing elements of PSHE are supported through our myhappmind Mental Health and Wellbeing lessons which explore the following themes -

Meet your brain - The children will learn about how our brains and minds work, including noticing when their brain is working well/ making good decisions/ allowing us to be our best self and when it is not working well, or we are feeling stressed and not making decisions in our best interest. The children explore the growth mindset and learn that our capabilities can grow as we practice them.

Celebrate - Children learn what character strengths are and what character strengths they possess. They learn that by using their character strengths they develop a sense of achievement.

Appreciate - Children learn of ways to express and receive gratitude.

Relate – Children explore how to build and maintain positive relationships.

Engage - Children understand that by setting goals and achieving them our sense of wellbeing is improved.

Impact

- Pupils will be able to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Our curriculum will provide them with a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.
- Pupils will be able to make informed decisions about alcohol, succeeding in their first job, how they would like to live, etc... Our PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.
- Children will be able to develop a secure understanding of what mental health is and ways to protect and care for it. This in turn achieves a 'virtuous circle', whereby pupils experience and are able to guard better health and wellbeing, and therefore can achieve better academically, and enjoy greater success in all aspects of life.
- Pupils are able to understand the basis of better relationships – better relationships with themselves, caring for themselves and their mental health, better relationships with those around them, understanding the role of forgiveness in repairing relationships and making a difference in the community in which they live and their responsibility to care for their hearts and the hearts of others.
- Pupils understand the positive impact they can make in their community and within their relationships and begin to understand the consequence their actions can have on others.
- Equips pupils to develop resilience in the face adversity and challenge

The impact of our curriculum and teaching and learning is monitored by the PHSE lead to ensure all children develop the secure knowledge and understanding outlined in our curriculum which we believe is fundamental for our children to thrive. This is done through scrutiny of planning, lesson drops ins, pupil voice and exploration of children's work.

Early Years

Evidencing will take place in line with our Early Years Assessment procedures.

Key Stage 1 and 2

In Key Stage One and Key Stage 2 children are informally assessed by staff throughout their work. Recording of work will be in a form appropriate to the activities and learning that took place in each lesson. Evidence of the children's knowledge, learning, skills and understanding are recorded in the Creative, Active Learning books. Evidence of PSHE will be in a variety of forms including but not exclusive to photographs, videos, written work and quotes. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Review Date -

July 2023

Appendix A – Evidencing Heartsmart PSHE

In EYFS, PSHE shall be evidenced in line with the EYFS Assessment procedures.

In Key Stage 1 and 2, PSHE will be evidenced in the creative, active learn books along with the other foundation subjects.

Staff will informally assess the children's learning and understanding throughout the lesson through discussions, responses and written work.

Staff will follow our Heartsmart planning and follow the small steps progression document. Staff to evidence children's outcomes through gathering –

- ❖ Quotes from pair, group or class discussion
- ❖ Written work or creative responses (artwork/drama)
 - ❖ Pictures of children completing activities
 - ❖ QR Quotes of videos of activities / discussions

Evidencing pages should be on a double page spread for each half term in the creative, active learn book and should have the title of the Heartsmart principle at the top.

Small steps should be chunked into lessons taught within the teaching sequence. Each chunk should have a bible quote and a variety of evidence of the learning that took place and the outcomes of the lesson.

Where pictures of activities are unclear and not self-explanatory a description of the activity or quotes from the children completing the task should accompany it as a caption.

Staff to ensure evidence represents all groups of children within the class – ensuring photographs, quotes, pictures of activities are from different children throughout the learning sequence.

If a Heartsmart session is missed, staff to rearrange a time to complete the learning or merge lessons to ensure every small step is taught.

