

St Nicolas' Church of England Voluntary Aided  
Combined School



**Personal Social Health and Economic Education (PSHE) Policy**

**St Nicolas' Church of England School Vision**

***Jesus said 'I am the vine and you are the branches'.***

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

**Our Christian Values:**

Love/Friendship

Respect

Honesty

Courage

Thankfulness

Peace

**Date of Policy:** Autumn 2022

Review: Autumn 2025

**Members of staff responsible:**

Head teacher, Deputy Head, PSHE Lead, Curriculum Committee

We have ensured that the Personal Social and Health Education Policy links with other relevant school policies including the policies on Sex and Relationships Education, Health and Safety, Drugs, Confidentiality, Child Protection, Diversity, Behaviour, Anti-Bullying, Equality and Cohesion, E-safety, and the Internet.

**Purpose of PSHE**

*'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.'* (DfE 2019)

*'PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.'* (PSHE Association)

**Equality Act 2010**

All schools are required to act within the requirements of the law. The Equality Act of 2010 will be applied in a faith sensitive and inclusive way, appreciating differences within and across the teachings of the faith and other communities the school serves – dignity and

worth will be given to the views of pupils from the faith and other communities represented in the school. Different types of families (LGBT) are recognised and valued in the PSHE and RSE programs.

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

## **School Aims**

For children to:

### Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency, the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Know how to manage change, including puberty, transition and loss.

### Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

### Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

The above is supported by the promotion of British Values.

### **'BRITISH VALUES:**

'Schools should promote the fundamental British values of Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs'

In our school we aim:

- To enable students to develop their self-knowledge, self-esteem and self-confidence.
- To enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- To enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
- To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- To encourage respect for other people

- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### Organisation / Provision of PSHE

PSHE is delivered within a whole school approach with all classes following the same themes throughout the year, appropriate to their year groups.

<b>Autumn Term</b>	Me and My Relationships	Valuing Difference
<b>Spring Term</b>	Keeping Myself Safe	Rights and Responsibilities
<b>Summer Term</b>	Being My Best	Growing and Changing

This approach includes:

- Dedicated weekly curriculum time, where themes are built on year on year, giving children the opportunity to express ideas and feelings, to reflect, to listen to others and resolve concerns,
- Teaching PSHE through and in other subjects/curriculum areas e.g. RE, Science,
- Growth Mind-set sessions – children are able to develop positive attitudes and strategies e.g resilience, teamwork,
- Zones of regulation – children understand their emotions and how to control them,
- School Council class representatives – Our class representatives meet the PSHE Lead to discuss and make decisions relating to the children and the running of the school, such as keeping safe and the Anti-bullying charter. The Year group Class Charter is agreed with all children and displayed in all classrooms each year,
- Assemblies – a variety of themes are delivered and supported through assemblies.
- PSHE activities and school events e.g. Anti-bullying week/Children in Need/ Mental health weeks,
- Pastoral care and guidance- The school rules are used along with positive rewards as an opportunity to model and encourage acceptable behaviour
- Visiting speakers within government guidance, e.g. PCSO, School nurse, fire service
- Resources - A wide range of resources provide structure and support for the planning of PSHE. These include advice from the LEA, charities, advisory bodies and the PSHE Association. The curriculum is delivered using a cross curricular approach with a variety of teaching and learning styles
- Parental workshops - Parents are informed about PSHE issues and children's learning.

### Assessment and Recording

Children are informally assessed by staff throughout their work. Recording of work will be in a form appropriate to the planned focus. A class book will show the evidence of PSHE in a variety of forms e.g. photographs as well as children's comments, illustrations and written work. The very nature of PSHE means that careful consideration is given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### Monitoring

- PSHE co-ordinator monitors PSHE planning/teaching
- Formative class assessment of learning through PSHE activities recorded on live feedback grids and the Class PSHE Book.
- Subject Leader report and ownership of leading developments in the subject

**Resources**

Coram scarf programme - SCARF (Safety, Caring, Achievement, Resilience and Friendship)

PSHE Association resources

Growth Mindset programme – Class Dojo

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers -DfE