



PSHE Policy

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Statement of Intent: PSHE EDUCATION (HRE)

PSHE Statement of Intent

At Brinscall St John's we understand the importance of Personal, Social, Health and Economic (PSHE) education and how these life skills can be developed whilst creating strong and appropriate relationships in our lives too. We appreciate the wide scope of PSHE and the many aspects of our day-to-day lives this encompasses, which enables us to develop a nurturing and supportive environment in our school where children and adults can grow and develop skills that can be used throughout their lives.

Our PSHE curriculum aims to develop a vast range of skills that children can apply and depend on throughout their lives, whilst complimenting and enhancing what they have already learnt. Children will be encouraged to ask questions and seek a deeper understanding of key life issues such as money, drugs, finances, physical activity and diet and the importance and appropriateness of relationships with others. We aim to develop a safe and comfortable learning environment where children are comfortable to ask questions and follow their curiosities.

We hope children develop a firm and mature understanding of the world they live in and continue to explore their own questions and curiosities whilst learning. We believe all children require and are entitled to the basic understanding of the world they live in and should be equipped with skills to approach challenges and obstacles they will inevitably face throughout their journey through life.

This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health and Relationships Education (HRE). Our approach to Sex Education is contained within our Sex and Relationships Education Policy. It was produced by our PSHE Lead, through consultation with Lancashire County Council, staff and Headteacher. Parents and carers will be informed about the policy through the school weekly newsletter, and its publication on the school website. This policy is available to parents and carers by downloading it from www.brinscall.lancs.sch.uk key information, policies, or alternatively a paper copy can be requested from the school office.

Rationale

School's Vision and Mission Statement

Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each flourish, and shine His light out into the world around us by the way that we live.

Our Curriculum Rationale and Aims:

St John's aims are embedded within our Christian vision - 'Shine with the light of Jesus', our Vision and Mission Statement and core Gospel Values. At our school, we seek to provide a safe, caring and stimulating environment for our children.

We aim to provide opportunities to enable our children to experience life in all its fullness through a curriculum which is rich in opportunities to enable children to have healthy minds and bodies; to be creative; and be problem solvers and to have opportunities to 'Shine with the light of Jesus' by:

- Keeping ourselves healthy as God's Holy Spirit lives within us;
- Widening the arts and cultural experiences for children; by developing links for the delivery of a broad and balanced curriculum;
- Knowing about, marveling at and taking care of God's world.

We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves: to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

School Aims

These are the aims of our school:

1. We seek to help the children to develop a personal relationship with God through Jesus; to know they are loved by Jesus; that they are a child of God; and wonder at His world.
2. Daily life in school; our ethos and interactions are underpinned by our Mission Statement and the Gospel Values that Christians seek to follow.
3. We provide an education for the development of the whole child - intellectual, social, spiritual, moral, physical and emotional.
4. Understanding that we are all part of God's family, we celebrate the uniqueness and diversity of all children; identifying, recognising and seeking to develop in each their own skills, abilities and talents.
5. Our children are challenged and supported to develop their abilities and strengths, whilst encouraging them to nurture resilience when facing challenges.
6. A safe environment is provided, where all children are treated equally with respect and understanding.

All our pupils will be encouraged to apply self-discipline, and we will provide opportunities for them to develop a sense of responsibility in school and in the wider community by:

- flourishing as God wants us to; and gain the confidence to try and learn new things;
- shining out His light into the world around - in how we put others first; care for each other and God's world;
- understanding what it means to be a child of God - in how we are, in all we do; in how we approach problems and in how we learn.

School Values

We are proud of our Christian foundations and recognise that our school, and the relationships we have, are distinctive because of this. We promote the values and beliefs of the Christian faith, whilst respecting the beliefs and cultures of others. We encourage an understanding of the meaning and

significance of faith and promote a range of Christian Values alongside British Values through the diverse experiences we offer to all our pupils. Daily worship helps us to fulfil our vision and one mission statement 'Shine with the light of Jesus'.

Aims and objectives of our PSHE Education (HRE)

Our curriculum promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. We promote our aims and values by getting to know our children and families and using this information to meet the individual needs of each cohort. Staff have good relationships with children in school and use a variety of teaching approaches and learning situations to endeavour to meet the needs of all our pupils. We seek to provide this for all, irrespective of gender, in accordance with our school policies and our statutory responsibilities.

St John's aims for our PSHE Education (HRE) are embedded within our Christian vision - 'Shine with the light of Jesus', our Vision and Mission Statement and Christian values. At our school, we seek to provide a safe, caring and stimulating environment for our children.

The National Curriculum for PSHE aims to ensure that all pupils develop an understanding of three core themes - Health Education, Relationship Education and Living in the wider world. Our PSHE curriculum aims to develop children's curiosities of the world around them and to cultivate their understanding and expectations of the world and what they can expect to encounter throughout their lives. We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves; to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

As a school, through our PSHE Education, we aim to:

- Provide an education for the development of the whole child - intellectual, social, spiritual, moral, physical and emotional.
- Understand that we are all part of God's family, we celebrate the uniqueness and diversity of all children.
- Identify, recognise, and seek to develop each individual's skills, abilities and talents.
- Develop a sense of resilience in our children so they can develop their abilities and strengths, whilst overcoming weaknesses and difficulties.
- Provide a safe environment, where all children are treated equally with respect and understanding.
- Encourage children to apply self-discipline, and provide opportunities for them to develop a sense of responsibility in school and in the wider community.
- Treat one another equitably and fairly, with kindness and mutual respect, which will be modelled by adults and staff and promoted in the children.

Intent:

At Brinscall St John's we understand the importance of Personal, Social, Health and Economic (PSHE) education and how these life skills can be developed whilst aiming to create strong and appropriate relationships in our lives too. We appreciate the wide scope of PSHE and the many aspects of our day-to-day lives this encompasses, which enables us to develop a nurturing and

supportive environment in our school where children and adults can grow and develop skills that can be used throughout their lives.

Our PSHE curriculum aims to develop a vast range of skills that children can apply and depend on throughout their lives, whilst complimenting and enhancing what they have already learnt. Our curriculum is adapted to each individual cohort, based on their needs and is developed around the three core themes of PSHE: relationships, health and wellbeing and living in the wider world. We also adapt our curriculum to ensure all children are given the opportunity to learn, regardless of their gender, SEND needs, ethnicity, background or beliefs.

We hope children develop a firm and mature understanding of the world they live in and continue to explore their own questions and curiosities whilst learning. We believe all children require and are entitled to the basic understanding of the world they live in and should be equipped with skills to approach challenges and obstacles they will inevitably face throughout their journey through life.

Implementation:

Children will be encouraged to ask questions and seek a deeper understanding of key life issues such as money, drugs, finances, physical activity and diet and the importance and appropriateness of relationships with others. Children will be encouraged to think critically and solve problems, using skills they learn to overcome every day challenges in life. We value all children's and adult's wellbeing, and aim to develop skills and attributes such as resilience, positive thinking, self-esteem, team work and how to maintain a healthy body and healthy mind. We aim to develop a safe and comfortable learning environment where children are comfortable to ask questions and follow their curiosities, being creative in how they will achieve these outcomes they desire.

Each class displays mental health ground rules which are shared with the children and adhered to in classes, to ensure all children feel safe in their environment and confident enough to ask questions or share concerns through talking with adults and peers. Classes may also access and reference both the My Happy Mind characters and those used in the film 'Inside Out' to support the understanding of our emotions and allow children to develop their emotional literacy, enabling them to articulate how they are feeling. Planning of PSHE incorporates a wide range of resources and is adapted based on the needs of each cohort. The curriculum is supported by resources which may include: the PSHE Association and Coram life. At the discretion of each class teacher, other appropriate resources may be used.

PSHE is taught in a variety of ways throughout school, and some sessions are done as a whole class or they could be done in small groups. Although PSHE has its own explicit planning format and is a timetabled subject within our school, PSHE is incorporated and embedded throughout all aspects of our school life. Children are made aware of these skills as being 'life skills' and encouraged to use them in a daily basis. Reading is also embedded throughout PSHE learning as children are continuously discussing the thoughts, feelings and emotions of characters. Reading is also seen as a form of relaxation as children are encouraged to read for pleasure and to improve mental wellbeing. Learning is always being done in a cross-curricular way as teachers plan to incorporate PSHE into all areas of the curriculum. Learning begins in EYFS with Personal Social Emotional Development (PSED) as children are assessed on Self-Regulation, Managing Self and Building Relationships. As children move into KS1 and KS2, they are taught the statutory objectives set out by the PSHE Association. Medium term planning is adapted to suit the needs of our children and a

range of resources (as mentioned above) are implemented to do so. Considering the statutory objectives set out by the PSHE Association and through resources supplied by Coram Life, we have created a Relationships and Sex Education policy which is again adapted to the needs of our children and this was done through consultation with parents and governors.

Impact:

Using the three core themes (relationships, health and wellbeing and living in the wider world), we have built a PSHE curriculum that is accessible to all children throughout school and encourages them all to develop their understanding of the world around them. This was done with the input of parents and governors when discussing the Relationships and Sex Education sections of PSHE to ensure the needs of our children are being met. Children are inquisitive and problem solvers, whilst flourishing creatively in many aspects of their lives by using and applying the wide range of skills they are learning. Children understand the importance of a healthy body and healthy mind and they understand the many aspects of their lives that can positively and negatively influence these.

The teaching of PSHE:

Our PSHE curriculum, and scheme, is reviewed regularly to ensure it is taught in accordance with the statutory requirements of the National Curriculum. PSHE is timetabled to be taught once a week and is clearly shown on class timetables (available on the school website). We adapt the Programme of Study, set out by the PSHE Association, to ensure the PSHE curriculum within our school will be applicable for our children and will be designed to ensure they receive the most efficient and effective teaching of PSHE possible, and will be personalised to meet the needs of each cohort.

We use the PSHE Association's Programme of Study and Question-based model approach when teaching PSHE, to develop a whole-school curriculum for PSHE that is progressive and allows our children to develop an understanding of the world, in line with their chronological and developmental ages. All statutory requirements are met through the curriculum map that has been designed and personalised by each class teacher, and a bank of 'quality assured' resources (by the PSHE Association) are available to teachers to ensure a wide breadth of activities and strategies are being implemented throughout the school.

A mapping document is used to ensure our PSHE curriculum covers all aspects of the Programme of Study and it is clear to see which year groups are covering each objective. This is split into a Key Stage One document and a Key Stage Two document and clearly shows the progressive development of children's understanding as they journey through school. Within each key stage there is the flexibility to introduce content earlier or later than set out in the programme of study. In addition, key stage content may be introduced during an earlier key stage if appropriate. As required, the school curriculum for PSHE is available online on a year-by-year basis.

Planning

Medium term planning adapts the 'question-based model' devised by the PSHE Association to give class teachers the autonomy to create a plan for their year group that allows PSHE to link to other areas of the curriculum, underpinning and developing their knowledge effectively. Each unit taught is based around a question that will be unpicked throughout the half term. The teaching objectives linked to the programmes of study are identified in planning, which is the responsibility of individual

teachers, who build on their medium-term planning by taking account of the needs of children in a particular class and identifying the way in which ideas might be taught in the class.

Our PSHE planning document highlights the importance of cross-curricular links through PSHE and how these take shape through each unit and each lesson. It also highlights our 'Mental Health Ground Rules', key vocabulary for each unit, visits and visitors to be utilised in that unit, external links and support available and display ideas for that unit. All these aspects of the planning format are in addition to the Programme of Study references being highlighted, what the children will be taught within that unit and what the intention and impact of the unit are.

To accomplish our aims in PSHE staff plan carefully and ensure the intention and impact of our teaching is clear, ensuring the children's education is relevant and has clear purpose and direction. We also monitor children's progress regularly and provide a variety of teaching approaches and resources. As a school we use and adapt a range of resources although we will not be exclusively following a scheme of work supplied by any external company. Additional resources will be used in addition to other quality assured resources and will be used to enhance and develop the planning done by our teaching staff as plans will need to be adapted to suit each specific cohort.

Inclusion, assessment, recording and reporting achievement will be the responsibility of all teachers in accordance with our other school policies. Teaching will consider the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations will be made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision. All pupils with special educational needs will receive PSHE education, with the content and delivery tailored to meet their individual needs.

Assessments and Attainment:

Assessment of children's learning is done throughout classroom practice and is built into the school curriculum and planning, to identify what pupils have learned, what progress they are making and whether they are on track to meet expectations. Assessment of children's learning is undertaken regularly and is part of daily classroom practice, and planning. This is used to identify knowledge gained, whether progress is being made and whether (or not) they have an age-related understanding of the topics being covered. This assessment is undertaken using a range of methods which include: verbal and written work.

Teachers make judgements on children's progress in PSHE throughout the year. The planning document allows the teacher to evaluate who has achieved the learning objective within each lesson, and this information is used to support judgements made at the end of each unit taught. This approach allows teachers to make and record an informed and accurate judgement at a 'mid-year point' and an 'end of year' judgement for each child. This is recorded on our assessment tracking document for each cohort. Teachers may also refer to whole-class elements of work which have been recorded on platforms such as BLIPPIT, where children have not produced independent work within a lesson.

Mental health

Through our PSHE teaching, we will meet the statutory requirements linked to mental health. This will be done by using a range of resources, which we feel helps us to understand how our pupils

are feeling and enables them to become self-reflective. As with other resources available, these are adapted to suit the needs of each specific cohort. We use the PSHE Association's 'Ground Rules' for approaching Mental Health, to ensure conversations are 'open, within the room and non-judgemental'. We also offer children the 'right to pass' on a question, make no assumptions, listen to others, ask questions and seek help and advice when required. Please refer to our Mental Health policy for further information. We have adopted the scheme of work 'My Happy Mind' and are implementing Happiness Heroes, across school.

Spoken Language and Vocabulary

The statutory requirements for PSHE reflect the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially, and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their understanding of the world we live in and the expectations they have in life. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Key vocabulary and understanding of these words are embedded throughout the children's journeys through school. These are also visible in various ways throughout classrooms and the medium-term plans for each unit taught.

Personal Development Journals

Teachers may also refer to children's individual Personal Development Journals for evidence to support judgements. These journals are individual to the children and they are kept in their trays within classes, so they are easily accessible. These are used to record independent activities within PSHE lessons and serve as a place for children to record ongoing thoughts and feelings that they may not yet have the confidence to orally share.

At the beginning of each academic year, as class rules are being created, children will also recap the Mental Health Ground Rules and create an 'agreement' as a class that reflects each individual cohort.

Reporting and confidentiality

Every lesson should reinforce the fact that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable consulting their teacher or another member of staff about this. Pupils will be encouraged to have an open dialogue regarding any such issues with their teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a pupil does wish to speak to a teacher about any such issue, the teacher should ensure that the pupil is aware of this responsibility. *Guidance set out in other school policies will be adhered to.*

Equal opportunities and SEND

Activities planned by the class teacher will consider the needs for all children within the cohort and support, or different tasks provided if appropriate for children who are either working below or above their year group. At St John's we have due regard for our duties under the Equality Act 2010, and understand the importance of teaching our pupils about the law of our country and to respect people who are different to them. This forms part of learning to celebrate being a unique individual, in developing a sense of self. Through the delivery of the PSHE curriculum, and our worship/assembly plans, we will ensure that we provide a PSHE education (HRE) which fosters equality and endeavour to: eliminate discrimination, advance equality of opportunity and foster good relations.