Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

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 *“Whatever you do, work at it with all your heart, as working for the Lord”*

***Colossians 3:23***

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

**Statement of intent**

Working alongside Tytherington High school, our aim as a partnership is to develop and deliver a bespoke Personal, Social, Health and Economic (PSHE) curriculum, which is designed to meet the needs of the children in our diverse community. The curriculum intends to enable both primary and secondary children to forge a cohesive and progressive pathway from Reception to KS4. We aim to equip children and young people with the skills, knowledge, attitudes and understanding that they need to navigate through a smooth transition between the different stages of their school journey and ready them as citizens in our complex world.

**Aims and Objectives of PSHE at Bollington St John’s**

The teaching of PSHE helps to meet the national outcomes set out in ‘The Children’s Act 2004’ which underpin the ethos of Bollington St John’s Primary School, and are a central focus of the PSHE curriculum.

. Be healthy

. Stay safe

. Enjoy and achieve

. Make a positive contribution

. Achieve economic well-being

The objectives of PSHE are to enable the children to:

. Know and understand what constitutes a healthy lifestyle

. Be aware of ways to recognise and manage risk, making safer choices

. Understand what makes for good relationships with others

. Be independent and responsible members of the school community

. Develop good relationships with other members of the school and the wider community

. Be positive and active members of a democratic society and respect the rule of law

. Promote mutual respect and tolerance for the diverse national, regional, religious and ethnic identities in the U.K.

. Develop their self-awareness and ability to understand and manage their experiences and feelings

. Develop their self-confidence and self-esteem and self-awareness to make informed choices regarding personal and social issues

. Make positive choices regardless of any peer pressure

. Develop positive character traits such as resilience and determination in order to develop ways of resisting pressures, including when and where to get help

. Build pupils’ resilience to radicalisation by promoting fundamental British Values

. Develop good relationships with our global links and continue to learn about the Global Goals

. Provide a safe place in which children and young people can understand risks and develop the knowledge and skills to enable them to challenge others’ views

. Provide a safe environment for exploring and debating sensitive and contentious issues

**PSHE Curriculum Planning**

We teach PSHE in a variety of ways. Each class will have weekly direct teaching time, but much more of the work is ongoing throughout the day and encompassed in other areas of work.

PSHE is happening at all times throughout the school day. The personal and social development of young people is the responsibility of all members of the school staff. Every member of staff is regarded as delivering aspects of the PSHE curriculum, including teaching assistants, clerical staff and mid-day lunch supervisors.

**PSHE in the Early Years and Foundation Stage**

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. Each child has a ‘mini me’, a small puppet of themselves and these are used in calm down time alongside question sheets. The mini me is placed on the question sheet and the children are encouraged to discuss their feelings and the feelings of others. Each week the class has the choice of two books relating to feelings and emotions to vote for in their weekly book vote.

The three areas of PSED in the foundation stage are:

. Building Relationships

. Managing Self

. Self-Regulation

There is a large focus on Self-Regulation and children are expected to know right from wrong and be able to explain the reasons for rules.

**Key Stage 1 and Key Stage 2**

During KS1 and KS2, learners build upon the skills, attitudes and values, knowledge and understanding they began to acquire in EYFS.

Our bespoke PSHE curriculum is led by the PSHE Association outcomes and taught through a range of high quality picture books linking to each core theme. Our chosen texts cover topics such as relationships and acceptance, overcoming adversity and similarities and differences. Our International Primary Curriculum also covers society and international goals which are covered in every unit, and our ‘No Outsiders’ programme inspires the children to be global citizens.

PSHE offers learning opportunities and experiences which reflect their increasing independence and physical and social awareness. They learn skills to develop effective relationships; assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with changes at puberty, introduce them to the wider world and enables them to make an active contribution to their communities.

PSHE is delivered through 3 core themes:

1. Health and Wellbeing

2. Relationships

3. Living in the wider world – economic wellbeing and being a responsible citizen.

Each class also takes part in the wellbeing programme which helps the children build life-long confidence and resilience whilst equipping them with the tools they need to thrive in the modern world.

**Assessment in PSHE**

Teachers assess the children’s work in PSHE by:

. Observing paired, group and class discussions during lessons

. Recording each child’s thoughts/feelings from each text on mind maps

. Discussion with individual pupils

We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.

Date: November 2023