

PSHE POLICY

Rationale

The PSHE curriculum in St Matthew's School promotes the spiritual, moral, cultural, mental and physical development of children at the school.

It is a comprehensive, whole school programme of learning through which children acquire the knowledge, understanding and skills they need to thrive as individuals, family members and, in the future, as 'active citizens' in modern Britain. They will be prepared to assess and calculate risk effectively, develop their emotional health, well-being and resilience, practice their personal and social skills and make real decisions about their lifestyle.

PSHE prepares children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly-changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfill their academic potential.

At St Matthew's, each year group has a separate, structured PSHE curriculum overview which is appropriate to the stage of development of the children in that year.

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- *Promotes the spiritual, moral, social and cultural development of pupils in the school and of society; and*
- *Prepares pupils for opportunities, responsibilities and experiences of adult life.*

'Every Child Matters' requires that our children:

- *be healthy*
- *stay safe*
- *enjoy and achieve*
- *make a positive contribution and*
- *achieve economic wellbeing.*

Aims

PSHE at St Matthew's aims to equip pupils with the skills to:

- develop self-confidence and responsibility
- develop the ability to form good relationships
- understand and develop a safe and healthy lifestyle
- respect the differences between people
- explore, clarify and, if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- prepare to play an active role as citizens.

Where children have developed these skills, they will be motivated and equipped to:

- be effective and successful learners
- make decisions about their own lives, which will keep them healthy and safe
- make and sustain friendships
- work and play co-operatively
- deal with and resolve conflict
- solve problems
- manage strong feelings such as anger and frustration
- recognise and stand up for their rights and the rights of others
- understand and value the differences between people.

We intend to achieve these objectives through:

- promoting a school ethos that values all individuals
- providing children with accurate and relevant knowledge
- providing a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future
- relationships and sex education (RSE)
- drugs, alcohol and tobacco education (DATE)
- Anti-Bullying Week
- e-safety education
- promoting healthy lifestyle through physical activity and balanced diet
- developing cross-curricular links
- outstanding pastoral care.

Provision

At St Matthew's, we use a range of effective teaching and learning techniques to deliver the curriculum in an engaging, relevant and meaningful way, which meets the needs of our children.

Teachers do this by ensuring that:

- a safe and secure learning environment is developed
- the objective of each lesson is clear and that the content is relevant
- appropriate learning experiences are planned and meet the needs of all children
- learning experiences draw on the children's own experiences
- opportunities are provided for children to reflect, consolidate and apply their learning
- children are encouraged to record and assess their own progress.

Foundation Stage

To ensure that all children are kept healthy and safe, the Nursery and Reception classes follow the Early Years Foundation Stage.

Personal, social and emotional development (PSED) is one of the three prime areas vital for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships; to develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

To achieve the early learning goal, children need to demonstrate self-confidence and self-awareness. This can be identified when children:

- confidently try new activities, and say why they like some activities more than others
- are confident about speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- say when they do or don't need help.

The children also need to demonstrate self-confidence and self-awareness. This can be identified when they:

- can manage their own feelings and behaviour
- talk about how they and others show feelings
- talk about their own and others' behaviour, its consequences, and know that some behaviour is not acceptable
- work as part of a group or class and understand and follow the rules
- adjust their behaviour to suit different situations and adapt to changes in routine.

Children also need to be able to make positive relationships. This can be identified when they:

- play co-operatively, taking turns with others
- take account of one another's ideas about how to organise their activity
- show sensitivity to others' needs and feelings and form positive relationships with adults and children alike.

This prime area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Although much of the PSHE teaching in EY is discreet, weekly PSHE 'circles' are also timetabled.

Key Stage 1 and 2

Each year group has a themed weekly PSHE lesson, as well as continuous discreet teaching.

Current non-statutory guidelines for PSHE and citizenship, as set out in the National Curriculum, are met through the use of Stockport's relationships and sex education SPIRAL (RSE) and DATE SPIRAL curriculum, ABCD (Anti-Bullying resource) as well as a wealth of other activities and cross-curricular links.

Each year group follows the PSHE Scheme of Work which blocks PSHE lessons into six themes – SEAL; PSHE (health and safety, etc); DATE; e-safety; citizenship/SMSC and restorative approaches; and RSE. Different topics within these themes are explored each term on an age-appropriate basis. Within these six themes, the National Curriculum learning objectives are met by the use of the curriculum and support materials mentioned above.

The yearly plan of learning challenges for each year group is available on the school website for parents to view.

In addition, the whole school supports Anti-Bullying Week and Safer Internet Day as well as ad-hoc visits by organisations that promote learning across this curriculum area, including the NSPCC.

Inclusion

At St Matthew's, we promote the needs and interests of all children regardless of gender, culture or ability. Teaching strategies take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision. Careful consideration is given to the level of differentiation needed to ensure learning experiences meet the needs of all. In some cases, the content or delivery will be adapted. Individual children work with teaching assistants, where required, and sometimes with the school's Learning Mentor.

The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as the facilitator. PSHE encourages children to reflect on their learning and the progress they have made; to transfer what they have learned from one school subject to another; and to apply learning in school to their lives in the wider community.

We promote social learning and expect our children to show a high regard for the need of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues, ensuring equal opportunities for all.

The personal and social development of children is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teaching staff are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Should any disclosures occur during the teaching of PSHE, teacher deal with the incident in line with the Safeguarding Children policy. It should be made clear that teachers can never offer unconditional confidentiality. If at any stage a child does disclose information that gives rise to concern, the designated officer for child protection is to be informed.

Assessment

As with any learning, the assessment of children's personal, social and emotional development is important. It provides information that indicates pupils' progress and achievement and informs the development of the programme.

Children do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. Each year group is expected to maintain and update a 'floor book' containing photos and written evidence of sessions for progression and monitoring.

Formative assessment is ongoing and is recorded in teacher's planning. Summative assessment is carried out in line with the school's policy. Parents receive a statement of their child's progress in the personal and social development section of their annual report.

Monitoring and review of the subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator (Alison Hardy), who is supported by the Principal and the senior leadership team (SLT). Observations of teaching take place in accordance with the school's monitoring cycle, with feedback given to teachers.

Standards will be monitored by:

- looking at pupils' work
- examination of 'floor books'
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions.

Contribution of the subject to other areas of the curriculum

PSHE is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied across the curriculum to support work in all other subjects, and in life outside school.