



Together we love to learn  
and learn to love

# St. Mary's CE Infant School

## PSHE Policy

St Mary's CE Infant school is committed to inspiring every individual. We embed the Christian value of love across school life because we believe that a person who feels loved, secure and happy can flourish. We encourage everyone to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

*"Do everything in love"*

1 Corinthians 16:14

# PSHE Policy

## Introduction

This policy covers our school's approach to Personal, Social and Health Education. It was produced through consultation with teachers, pupils and governors. The consultation took the form of a discussion with teachers, teaching assistants, administrative staff and governors and a Year 2 pupil survey.

## Aims

At St. Mary's we believe that Personal, Social and Health Education enables children to become healthy, independent and responsible members of society where all persons are regarded as uniquely individual. Our school's Christian value of love and inclusive Christian vision, based on the document 'Valuing All God's Children', supports, enhances and embraces all aspects of the PSHE Curriculum. We also recognise the impact of PSHE teaching on many of the principles of Safeguarding (refer to our Safeguarding Policy).

Additionally, we want all our children to be immersed in a world that recognises and upholds the importance of the fundamental British values: Mutual Respect, Democracy, Tolerance, Rule of Law and Individual Liberty. Through explicit PSHE teaching, acts of Collective Worship (where the importance of inclusivity and dignity and respect for all is explored) and everyday practice we want to ensure our children understand and celebrate the rich and diverse community of which they are a part.

Our aims for all children are that:

- they should be safe, secure and happy at school
- they have equal access to the curriculum, regardless of ability, gender, race or religion
- they develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others
- children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever changing, multi-cultural society
- they make a positive contribution to the life of the school and the wider community as they grow up

## Our PSHE Curriculum

Since September 2016, we have used the LCP PSHE & Citizenship Programme. This scheme covers key concepts and skills from EYFS through to the end of KS1. The delivery of the scheme enables our pupils to receive spiritual, moral, cultural, mental and physical development that prepares them for the opportunities, responsibilities and experiences of life. Our PSHE curriculum helps our pupils "develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain."

Key Stage 1 is divided into six units based on the following citizenship themes:

- Choices;
- Communities,
- Feelings and relationships;

- Right and wrong;
- Rights and responsibilities;
- Rules.

Lessons on health have been integrated into the following units: choices, feelings and relationships, rights and responsibilities and rules.

Planned delivery of the PSHE curriculum is recorded on teacher's plans. All PSHE teaching either timetabled or delivered implicitly follows the guidance set out in our Relationships and Sex Education Policy.

PSHE is provided through:

- Discrete curriculum time,
- Collective Worship,
- Class discussion,
- Circle time
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children
- Extracurricular activities: anti-bullying week, RE lessons, and nurture sessions.

### Assessment of PSHE

A 'Let's Recap' section appears at the end of each themed unit. This contains photocopiable worksheets which are designed as a consolidation exercise at the end of each theme.

### Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class teacher and teaching assistant(s). Our school's vision places pastoral care in high regard and staff are encouraged to provide social and emotional support to the children. Parents have close relationships with the school and the open-door policy ensures parents share relevant information which may be affecting a child's personal, social and emotional behaviour. Parents and children also feel comfortable talking to the Headteacher when they need additional support. Teachers use teacher assistant time flexibly, so children's social and emotional needs are well supported as we recognise this is key for effective learning.

### Links to ELSA Support

For those pupils requiring additional support we offer Emotional Literacy Support (ELSA) delivered by our trained teaching assistant. This supports the teaching of emotional literacy or emotional intelligence. Pupils are referred for ELSA support by their class teacher or SENCO. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. The programme provides support for a range of emotional needs including:

- Recognising emotions
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement

## **Confidentiality**

Confidentiality for our pupils cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made age appropriately clear to our pupils. Please refer to our school Safeguarding Policy for further information.

## **Working with external agencies and other professionals**

We work with and draw on the expertise of a number of external agencies and professionals to support and enhance our pupil's learning experiences in this subject. This includes:

- NSPCC to inform on staying safe and protecting personal safety
- Police and emergency services to inform on safety and aspects of citizenship
- ICT support to deliver regular e-safety awareness for pupils and parents

## **Monitoring and Evaluation**

The policy will be monitored and evaluated by: Headteacher, PSHE Leader and Governors

