Carleton St Hilda's CE Primary School

Carleton St Hilda's Primary School PSHE Policy

Mission Statement
Our mission statement, 'Open hearts, open minds. Learning together with God.' underpins all the work that we do.

'I give you a new commandment. Love one another, as I have loved you.'
John 13:34

Introduction
At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated, enabling every child to flourish.

Our curriculum is designed to provide breadth and balance of experience, knowledge, skills and understanding in all areas of the national curriculum and beyond. We take account of each child's individual skills and interests and develop these through a curriculum which is enriched by a wide range of opportunities.

Teaching and learning across all areas are set within a Christian context and Christian Values underpin our whole school curriculum as well as the daily life of the school.

Aims



Our PSHE programme promotes the development of pupils in line with the Church of England's vision for Education: - educating for dignity and respect and the common good of the whole community, with Jesus' promise of 'life in all its fullness' at its heart.
Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.
We aim to teach children that every person is valued and respected as a unique individual.
To enable everyone to flourish, we aim to educate the children to

- develop spiritually, morally, socially and culturally;
- develop discipline, self-confidence and self-esteem, making the most of their talents and abilities;
- understand what makes positive relationships with others and to have respect for others;

- prepare to play an active role as members of their community, in school and the wider world;
- understand what is meant by a healthy lifestyle;
- have understanding of safety issues;
- be thoughtful and responsible in their decisions and choices regarding personal and social issues
- develop resilience when faced with challenges.

The Pastoral Principles for Living Well Together Church of England 2019 contribute to our commitment to ensure that children's minds are open and respectful to each other and all people.
Supporting documents:
https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf
The Church of England Education Office document Relationships Education, Relationships and Sex Education1 (RSE) and Health Education (RSHE) in Church of England Schools 2019

Statutory Requirements
It is a statutory requirement for primary schools to deliver Relationships Education, under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and DfE's 2025 RSHE statutory guidance. See Relationships Policy.

The statutory guidance makes clear that in primary schools the focus on Relationships Education should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to caring friendships, respectful relationships, online relationships and being safe.

Physical Health and Mental Wellbeing Education is also statutory in all schools. The programme covers mental wellbeing, Internet safety and harms, physical health and fitness, healthy eating and drugs, alcohol and tobacco, first aid, mental wellbeing and the changing adolescent body.

Primary schools can decide whether to teach Sex Education beyond national curriculum science. As a school we teach children about physical development, puberty and personal hygiene within the PSHE curriculum, however we do not teach about human conception or the act of sexual intercourse. Following internal consultation, it is our belief that not all children of primary school age are emotionally ready for this step, and that if introduced before secondary school it should be at the discretion and responsibility of parents. If children ask related questions, we will answer them as honestly as possible while avoiding discussing sexual acts and conception. Parents will be informed if such a conversation arises so that they can choose whether to further engage with the subject at home. In Year 5 and Year 6, we ensure that both boys and girls are prepared for the changes that adolescence brings as well as drawing knowledge of the human life cycle set out in the national curriculum for science.

Relevant local data and school information relating to areas of PSHE education will inform planning, helping to address the needs of the whole school community. This may include Health Needs Assessment, Health LSIP, Public Health data on road traffic accidents etc.

Subject Organisation

PSHE is taught as a discrete subject in school. The Coram Life Education online SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme is at the core of PSHE lessons taught in school.
The resources consist of lesson plans, resources and assessment tools.
For each year group, there are six themed units:

Autumn term –
1) Me and My Relationships
Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.
2) Valuing Difference
Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

Spring Term –

3) Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

4) Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Summer Term –

5) Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

6) Growing and Changing

Includes managing difficult feelings, relationships, life changes, dealing with loss and managing change. Lessons supporting changes at puberty are delivered in Year 5 and Year 6.

SCARF RSE-specific lessons *are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.*

4–5-year-olds: *being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.*

5–6-year-olds: *explores themes around families and their special people, the importance of respecting others including those that are different from us, develops understanding of the difference between surprises and secrets (safe and unsafe secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).*



Stories about Harold the giraffe and his friends Kiki the kangaroo and Derek the penguin support the children's learning in Key Stage 1.

6–7-year-olds: *looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.*

7-8 year-olds: *introduces themes about change, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.*

8-9 year-olds: *builds on the themes covered in previous years, looking more closely at conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.*
9-10 year-olds: *builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty including menstruation; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying; how to keep their personal information private online (and why this is important), and how to use social media safely.*
10–11-year-olds: *builds on and reinforces all the themes of the previous years, with content built into the lesson plans looking at: body image and the media and managing pressure online and body changes and feelings during puberty.*

PSHE develops through a wide range of activities and whole-school events, including a residential visit in Year 6 and opportunities to engage with the local community, sport activities etc.
Children have the opportunity to support others in the school community and use their role to contribute to the wider community. Roles include Worship Leaders, Christian Value Leaders, PALS (Playground Activity Leaders), Junior Road Safety Ambassadors and Eco-leaders.

The children's understanding and respect of other cultures, faiths and traditions is supported through visits to different places of worship and opportunities to welcome and learn from visitors from different faiths and cultures in school.

Children are given opportunities to explore and learn about issues and events in their local area, nationally and other countries. Fund raising opportunities led by the children develop understanding of citizenship at a local and global level by supporting charities such as Brian House.

Throughout our school curriculum, we promote **British Values**. *We believe that our Christian identity plays an important role in upholding British Values.*

<u>Democracy</u> *Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Every year the children decide on their class rules and expectations as a team with all children involved in the drawing up of these agreements. Throughout their school experience the children have times when they can put themselves forward to take on extra responsibility and to collaborate with others for the greater good.*

<u>The Rule of Law</u> *By understanding the role and expectation for every citizen to uphold the laws and values of our society, for example through classes establishing their own class charters. Pedestrian Road Safety training and taking part in Bikeability training which teaches road safety rules. Visits by community officers such as the police and fire service underpin respect for society's rules and laws.*

<u>Individual Liberty</u> *Children are encouraged to know, understand and exercise their personal freedoms and to consider the impact of their choices. They are advised how to make choices safely, for example through online safety lessons. Pupils are given the freedom to make choices, for example through the range of after school activities supporting independence and confidence.*

<u>Mutual Respect and Tolerance of those of different faiths and beliefs within our school community</u>
The children's understanding and respect of other cultures, faiths and traditions is supported through visits to different places of worship and opportunities to welcome and learn from visitors from different faiths and cultures in school. Visitors to school give the children opportunities to ask questions and listen to the experiences of people with different experiences, for example Year 6 learning about the Kindertransport.

Inclusion
SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes. Teachers provide learning opportunities matched to the individual needs of all children including children with additional needs.

Equal Opportunities
Teachers deliver PSHE through suitable learning opportunities for all children in school, within a respectful environment regardless of gender, ethnicity, sexuality or home background. The children are taught about similarity and difference, promoting inclusion in every year group.

Parental Involvement
Parents are acknowledged as the main influence on a child's development spiritually, morally, socially and culturally. Parents are encouraged to support teaching and learning developing children's independence, confidence and responsibility, including their understanding of a healthy, safe lifestyle. Parents do not have the right to request that their child be withdrawn from Relationships Education. The Learning Mentor is available to meet parents at 'drop-in' times after school as well as giving a range of support and guidance to children and families.

Assessment and Monitoring
Using the Coram SCARF assessment guidance, teachers use simple baseline assessments of children's understanding at the beginning of a unit of work and assess children's responses and understanding at the end of the unit. -Monitoring the curriculum is through looking at children's work, staff and pupil voice.

Teachers report progress to parents through parent evening consultation meetings and annual reports. In Reception, reporting is included in the areas of learning including Personal, Social and Emotional Development, Communication and Language and Understanding the World.
When children move on to the next year group, Class teachers discuss progress when children are about to move on to the next year group.
The Subject Leader supports teachers and assists in the planning and organisation of PSHE through the Coram SCARF curriculum, reporting to the headteacher and governors.

This policy will be reviewed annually.

Links to other policies-
Safeguarding Policy
Behaviour Policy
Anti-Bullying Policy
Relational Policy
Relationships Education Policy
Online Safety Policy
Equality Policy
SEND Policy
Teaching and Learning Policy
RE Policy
Science Policy

Coram Life Education SCARF webpage at **https://www.coramlifeeducation.org.uk/scarf**