

St. Michael's CofE Policy

Document Summary

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On School Website?	Yes

FYI: Version control should be used for all formal documents and managed as:-

- 0.1 (1st draft version)
- 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- 1.0 (Once document has been approved)
- 1.2 (during review/approval of a lifecycle document i.e. policies)
- 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.1	040324	Hannah Lynch and Chloe Newman	Updated recording procedures for PSHE lessons

St Michael's CE VC Primary School
Let Your Light Shine

POLICY FOR PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION

FEBRUARY 2024

Rationale

St Michael's CEVC Primary School believes that a carefully formulated programme for PSHE education is crucial if we are to prepare children to learn to be 'lifelong learners' who are confident and have the ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.

Our teaching programme aims to provide an inclusive nurturing environment which fosters self-esteem, mutual respect and responsibility. Children, from EYFS to the end of KS2, will develop the knowledge, understanding and skills to manage their lives now, in the future and in an ever-changing world.

Our PSHE curriculum will encompass the statutory Relationships Education and Health Education curriculum (Sept 2020). [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

We also teach certain elements of Sex Education. These are set out in a separate Relationships and Sex Education (RSE) Policy.

Our curriculum aims are:

- To teach children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their independence and self-efficacy
- To prepare children for the opportunities, responsibilities and experiences of adult life
- To give children opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- To give children the skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life
- To know how to be a resilient and successful learner
- To teach about sex, sexuality, gender identity and sexual health as appropriate to the age/development of children.

This policy should be read in tandem with our Spiritual, Moral, Social and Cultural guidelines (SMSC) which detail how we aim to promote the spiritual, moral, cultural, emotional and physical development of children.

The school will work towards these aims in full partnership with parents (see below)

Guidelines

PSHE is not in itself a statutory subject. Our policy incorporates the statutory elements of Relationships Education and Health Education (Sept 2020). In drawing up this PSHE policy we have taken into account DfE guidance (Feb 2020):

- *Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*
- *To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many*

areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

- *Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

Content

Our organisation of the various elements of Personal, Social, Health and Economics Education is as follows (organised under 6 key themes):

Key Stage 1

- **Responsible Me:**
 - Knowing my rights and responsibilities at school and in the wider community
 - Celebrating differences within families and communities
- **Safe Me:**
 - Discussing families and people who are special to me
 - Keeping safe in the community and understanding who can help to keep me safe
 - E-safety and Anti-bullying weeks
- **Healthy Me:**
 - Discussing the difference between males and females (see RSE policy)
 - Understanding the importance of healthy eating, hygiene, sleep and exercise as part of a healthy lifestyle
- **Future Me:**
 - Exploring the purpose and importance of money
 - Setting goals and aspirations for my future
- **Happy Me:**
 - Celebrating what makes me unique and special
 - Recognising feelings and identifying strategies to deal with them.
- **Changing Me:**
 - Preparing children to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. – Please read more about this within our RSE Policy.

Key Stage 2

- **Responsible Me:**
 - Knowing my rights and responsibilities as a British Citizen at school, locally and globally
 - Comparing differences in universal rights (Unicef) with developing countries
 - Exploring cultural differences and family units while challenging stereotypes
- **Safe Me:**
 - Identifying and assessing risks, dangers and hazards
 - Becoming a good digital citizen and understanding the importance of safety online
 - E-safety and Anti-bullying weeks
- **Healthy Me:**
 - Understanding the impact of personal choices on physical and mental wellbeing (this includes discussions regarding misuse of household substances, smoking, alcohol and drugs)

- Understanding the impact of healthy eating, hygiene, sleep and exercise as part of a healthy lifestyle
- Exploring body image within the media with links to self-image and gender stereotypes
- **Future Me:**
 - Understanding the purpose of money when managing aspirations and reality
 - Identifying ambitions and dreams, dealing with disappointment and identifying motivators to achieve our goals
 - Creating a pupil voice, considering democracy, government and Acts of Parliament (This includes learning about British Values)
- **Happy Me:**
 - Identifying and celebrating my personal qualities
 - Understanding my web of relationships (healthy and unhealthy) and exploring the impact of distance and loss
 - Managing emotions such as anger and anxiety whilst identifying strategies to help with these
- **Changing Me:**
 - Preparing children to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood. – Please read more about this within our RSE Policy.

Wellbeing: Thrive Approach and ELSA

Wellbeing is at the forefront of our ethos at St Michael's to ensure that all children are supported with their mental and emotional wellbeing.

In order to support children in becoming life-long learners, St Michael's incorporates the Thrive approach. Thrive assessments will be completed to identify the needs of individuals and whole classes and activities planned to support areas identified.

ELSA (Emotional Literacy Support Assistant) intervention is also embedded and used to support children to understand and express their emotions in a positive way. Targeted children receive a 6 week block of 1:1 tailored interventions working towards a SMART target.

Delivery

PSHE will be taught as a focused lesson each week. Each half term has a unit theme:

Responsible Me, Safe Me, Healthy Me, Future Me, Happy Me and Changing Me. The content is taught to an appropriate level for the age of the children. These units are linked to safeguarding, the school values, British values, rights and responsibilities, learning skills and Growth Mind-sets. The start of each unit is dedicated to a learning skill which is then incorporated throughout the term (Aim High Giraffe, Curious Monkey, Keep Going Tortoise, Brave Lion, Team Player Bee, Imaginative Unicorn).

Lessons have a focus on class discussions/circle time, group activities and giving the children time to reflect. Evidence is compiled in PSHE floor books and displays. In addition, there are other opportunities where children are involved in PSHE activities outside of the discrete lesson. For example, during cross curricular work in subjects including Geography and Music. There are other wider opportunities such as School Council (Years 3-6); working with partner classes and leadership roles (Year 6). At St. Michael's our whole school, Key Stage and class assemblies make links to PSHE, British Values and Spiritual Moral Social Cultural development.

For specific information regarding the delivery of RSE please refer to our RSE policy.

Parental Involvement and Information

Parents will be informed of specific units through the termly curriculum information sheets which are available on the website. The PSHE whole school overview is also available on the school website as well as additional RSE information.

Children with Special Educational Needs/English as an Additional Language

The materials used will be adapted where appropriate to meet individual needs. Where it is felt that a child cannot access the materials, then those children may not participate in certain elements of the programme. This would be discussed with parents at an early stage.

Where language issues might present difficulties, the school will aim to involve the appropriate support services to ensure access. This may include translation for parents.

Related Policies

This policy should be read in conjunction with the school's policies on RSE, Science, Special Needs, Religious Education and Equalities Duty, as well as the guidelines for Spiritual, Moral, Social and Cultural Development.

Learning about British Values

The school seeks to ensure that fundamental British values are communicated effectively with both pupils and the wider community. The values are defined as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are woven into our curriculum and the wider life of the school, including:

- Having elections for the School Council, which acts as a pupil voice in the school and takes a variety of decisions.
- Developing an understanding of democracy and the rule of law through topic work, eg: the Greeks; Crime and Punishment; our community
- Learning about and gaining an understanding of a wide variety of cultures, countries and religions
- Engaging in a range of visits beyond the school, and welcoming a variety of visitors into the school, notably in connection with Religious Education
- Making links with other countries, and gaining an understanding of how these countries are similar to, and differ from, Great Britain.

Above all, through having a very clear and strong system of values within the school that are shared by all members of the school community.

See Appendix 1 for further government advice on **Promoting fundamental British values as part of SMSC in schools**

Specific responsibilities

Governors have a responsibility to see and approve material used in PSHE curriculum. A named governor should be responsible for liaising with the PSHE Subject Leaders.

The PSHE Subject Leaders are responsible for monitoring this policy in conjunction with the named governor. This includes maintaining and developing resources, and liaising with parents and outside agencies.

This policy will be reviewed every three years

Review date: February 2027

Approved by staff: March 2024

Approved by governors: March 2024

Links:

Relationships Education 2020 (Statutory Guidance)

This document includes detailed examples of the knowledge and understanding expected of children by the end of Primary School

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

MindEd educational resources on children and young people's mental health.

<https://www.minded.org.uk/>

Online Safety

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education for a connected world PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF)

<https://www.thinkuknow.co.uk/>

Appendix 1: Fundamental British values

Extract from the DfE document '**Promoting fundamental British values as part of SMSC in schools' November 2014 (for link see bottom of the page)**

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

(The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>)

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf