



# St. Thomas' CE Primary School

## PSHCE Policy

Written by Naomi Sparkes  
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Approved by Governors  
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Review Date  
Rationale

November 2023

At St Thomas' C of E Primary School we strive to create an environment where children feel that their social and emotional needs are understood, met and cherished. We believe that PSHCE helps to provide our pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that social and emotional well-being plays a fundamental and central part in the life of our school and is key to effective learning and achievement.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

## **Aims**

PSHE in our school aims to equip pupils with the skills to:

- develop self-confidence and self-responsibility
- develop a safe and healthy lifestyle – for themselves, others around them and future generations
- develop the ability to form healthy and strong relationships
- learn to respect the differences between people
- assess risks and have the skills/tools to overcome any challenges they may face
- explore, clarify and if necessary, respectfully challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- prepare to play an active role as citizens
- be happy with themselves and recognise their own achievements
- reflect on their actions and use restorative approach to solve challenges they may face

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

- be effective and successful learners – whether as a team or independently
- make decisions about their own lives which will keep them healthy and safe
- be resilient in life
- have faith in themselves and others
- make and sustain healthy friendships
- to know how to deal with and resolve conflict
- solve problems independently or as part of a team – restoratively
- to have a balanced life-style
- to recognise and manage strong feelings such as frustration, anger
- work and play cooperatively
- recognise when compassion is needed
- understand and value the differences and commonalities between people

We intend to achieve these aims through:

- promoting a school ethos that values all individuals
- promoting our school values
- 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) and stressing the importance of physical activity and diet for a healthy lifestyle
- developing cross curricular links through the use of enquiry questions and open-ended discussions
- enabling pupils to explore a variety of life experiences
- using a wide range of activities and resources to all learners can thrive
- outstanding pastoral care

### **Curriculum Organisation**

Each year group has a clear set of objectives outlined. Each class teacher uses a yearly Matrix to ensure all areas of the curriculum are covered. Some of this will be explicitly during PSHCE lessons and some will be used to support pupils during their daily life in school.

Our curriculum is taught using enquiry questions that relate to each years' current 'Theme' (see curriculum planning). Each half term a class has 5 or more enquiry questions that are open-ended and enable pupils to discuss rich themes and explore their own and others' viewpoints. These enquiry questions enable pupils to discuss current themes, whilst using their own opinions or relating events to characters they are studying in their 'Theme' books. This is the method we have chosen to enable our pupils to discuss experiences/news/problems they may not have come across themselves, but a character has. Pupils can choose to speak from personal experiences or engage in the lesson using the characters in the book. Therefore all pupils have equal opportunities to engage in every lesson.

Every class creates their own Ground Rules (safety rules), which are recapped each lesson to ensure all parties feel safe, included and valued when taking part in discussions and activities.

External agencies and celebration days are organised by the subject lead to support the teaching and learning linked to certain areas of the curriculum e.g. anti-bullying/e-safety/road safety/dental health. These are always discussed with the Headteacher to ensure the delivery and resources being used are well matched to schools' value and beliefs.

### **Sex and Relationships Education (SRE)**

At St Thomas' CE Primary School we believe that SRE is defined as learning about physical, moral and emotional development, love and care towards themselves and others as well as about the teaching of sex and relationships. Through the teaching of SRE, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

We follow the Christopher Winter Project - Teaching RSE in Primary Schools Scheme of Work.

Overview of content for lessons -

Year 1	Growing and changing, different friends, families and care.
Year 2	Male and female animals, differences, naming body parts.
Year 3	Body differences, personal space, help and support.

Year 4	Healthy relationships, changes, what is puberty?
Year 5	Talking about puberty, the reproductive system, help and support.
Year 6	Puberty and reproduction, communication in relationships, families, conception and pregnancies, online relationships.

However, at St Thomas' we do recognise that the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils...' so where recapping information is necessary this will be done to support the pupils knowledge and understanding.

Alongside using PHSCE to deliver SRE, the school recognises that Sex Education should also be taught through the Science curriculum and Relationships Education; particularly online relationships, should also be taught through the Computing curriculum if it is to meet children's needs.

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue

***If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the schools safeguarding policy must be followed.***

### **SEND / Equal Opportunities / Inclusion / Diversity**

All the children at St Thomas' C of E Primary School receive a broad and balanced PSHCE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's differing abilities and learning styles.

### **Assessment**

Assessments are carried out in line with the school's assessment for the foundation subjects, this is updated by class teachers every term. Parents/Carers will receive information on their child's attainment in PSHCE on their end of year report.

### **Monitoring and Evaluation**

The subject Leader will monitor the teaching of PSHCE throughout the academic year, this will include: reviewing coverage in class PSHCE books, lesson observations, pupil voice and staff voice.

### **Confidentiality**

Should any disclosures occur during the teaching of PSHCE, teachers should 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 which gives rise to concern, the Designated Officer for Child Protection must be informed.