



**The Redeemer Church of England Primary School**

**PSHE Policy**

## **School Vision**

**As a unique part of God's, diverse family, we will live out our Redeemer Values, nurturing all to become the best they can be. Together, we will help each child learn that through believing, loving, caring, sharing everyone will grow in the Light of Christ.**

**Date Written: May 2023**

**Date agreed and ratified by Governing Body:**

**Date of next Review:**

# PSHE Curriculum Intent

At The Redeemer, we are unified in our belief that the teaching of PSHE & RE gives children the knowledge, skills and experiences they need to have a successful future. We believe that all children are entitled to high quality learning and teaching, which equips them with the skills, knowledge and understanding they need today and prepare them well for the next step in their educational journey. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

## Aims and Objectives

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, spiritual, cultural, mental, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships, including online. We believe in the importance of relationships and the qualities and character needed to sustain the best relationships, whether it be within a friendship or family. Blackburn The Redeemer CE Primary School will teach children the essential skills and attributes including decision-making, resilience, problem-solving and communication skills that they will need for life outside school, through a rigorous programme of study in PSHE and linked curriculum subjects. These skills will help our children in all areas of their life, including academically, through the development of emotional education. Our PSHE programme of study will also train them to transfer learned skills to other situations and contexts.

## Intended Outcomes

Through the teaching and learning of PSHE, children develop the knowledge, skills and attributes in order to stay healthy and safe, while preparing them to make the most of life and work. PSHE lessons will enhance their learning building on prior knowledge and understanding through the implementation of a rigorous scheme of work which also allows for flexibility in order to provide our children with relevant and impactful PSHE. Following the Jigsaw scheme of work we have organised our curriculum in order to provide progression following themes of each puzzle piece; Being Me In My World; Celebrating differences; Dreams and Goals; Healthy Me; Relationships and Changing me.

These puzzles also link to the PSHE Associations overarching aims, Health and Wellbeing; Safety, Ourselves and Staying Healthy Relationships; Feelings and Positive Relationships Living in the Wider World; Financial Responsibility and Citizenship Through the core themes of health and wellbeing, relationships and living in the wider world, the children will be prepared for the reality of life beyond the school gates.

## **A Curriculum that is relevant to our pupils**

While promoting the values above, we will ensure that pupils are offered a balanced and relevant programme by the means of ongoing needs analysis. We use relevant local data and school information, e.g. Health Needs Assessment, Health LSIP and The Annual Child Health Profile which includes Public Health data on areas such as road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

To ensure the curriculum meets the needs of our pupils, in addition to the above data we will use and analyse data from such sources as CPOMS, SIMS and of course through pupil voice (identified through regular collation of pupil questionnaires and interviews). This data will inform planning and will address the identified needs of the whole school community. Annual enhancements to the curriculum will be implemented in the form of themed days/weeks, promotional campaigns and priority lessons, whole school events, trips, visits and visitors, family days, assemblies, charity events, projects, School Council and Eco Warriors, residential trips etc. according to the nature of the required enhancement to the curriculum.

## **Creating a safe and supportive learning environment**

Blackburn The Redeemer CE Primary School seeks to provide a safe, secure learning environment for PSHE, including RE (Relationship Education), that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident, successful adults. Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teacher is important in order to protect all parties. Before teaching PSHE, clear 'ground rules' must be established or reinforced, and the concepts of confidentiality and anonymity covered at the start of the lesson. Ground rules are most effective when they have been negotiated with the pupils.

At the start of each new topic or theme, a baseline assessment is to be carried out, which will be revisited at the end of the topic or theme and added to. This provides a needs-based analysis of the particular group of children. Through this approach, the children's views and opinions will be gathered using questions such as 'why do you agree/disagree?' At the end

of the topic, the children can share whether their opinions have changed and why. This is how we assess in PSHE, including RE. Each Jigsaw puzzle has mini assessments throughout, where the children can indicate their level of understanding. Each KS will have 'worry monster' teddy. Pupils will be made aware that the monster should be used for any worries or concerns that they would like to have addressed or any questions they have answered. It is important that the teddy is checked on a regular basis, in particular after a PSHE lesson. Each class will have a gratitude jar, in which children can share things that they are grateful for. If or when a sensitive or difficult issue or question arises, it will be dealt with in the following way, in the majority of cases:

A question or issue will be written down by a member of staff and placed into the 'Ask it basket'. The adult will say 'I will get this answered for you.'

There will be contact home, and told 'Your child has asked/said...' Parents/Carers will be asked if they would like to respond to the problem, would they like school to deal with it, or would they prefer to address the issue together. Through this process, school aims to upskill parents in dealing with sensitive issues. Each child has a PSHE exercise book to record learning that has taken place. This can follow the children through school, continuing their learning journey. There is also an online portfolio where evidence of key learning can be saved. When there are whole school themed days, the personal development of children within the school will be documented through pictures and work. Ultimately, the impact of our PSHE including RE curriculum will become apparent as our pupils move on to become well-rounded, resilient and successful adults.

It is advised that teachers use distancing techniques when teaching PSHE. When learning is distanced, pupils are better able to engage with and discuss issues relating to mental health. If pupils are asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive insight from the example. It is therefore safer and more effective to help pupils to think about someone other than themselves: someone 'like them' — for example, a simple profile of a child or young person about their age, who goes to a school like theirs. Pupils will then gain more from discussing questions like 'what might they think, feel, do?' and giving advice to characters in the role of a friend, sibling, classmate, agony aunt or uncle.

We will ensure that where pupils indicate that they may be vulnerable and at risk, we will follow appropriate child protection and safeguarding measures.

# Relationships Education and Health and Wellbeing Education



## Statutory Guidance on Relationships Education - KS1& 2 Five Topics:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

## Statutory Guidance on Physical Health and Wellbeing Education (Health Education) - KS 1 & 2 Eight Topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## Curriculum Overview

 The Redeemer Church of England Primary School 2022-2023 PSHE Overview 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Being me in my World The right to learn and play	Celebrating Difference How they are special, share home experience	Dreams and Goals Challenges and not giving up	Healthy Me Healthy food and sleep	Relationships Families and friends	Changing Me Change from a baby Names and functions of main body parts
<b>Year 1</b>	Being me in my World Being special in my class	Celebrating Difference Similarities, differences that make us special	Dreams and Goals Setting simple goals Feelings when facing obstacles	Healthy Me Health and hygiene, keeping clean	Relationships Family, friends and school community	Changing Me Life cycles, simple changes in humans Name all body parts
<b>Year 2</b>	Being me in my World Choices and consequences	Celebrating Difference Bullying	Dreams and Goals Setting realistic goals and how to achieve them	Healthy Me Health and medicines Staying safe	Relationships Cooperation and trust Physical contact in relationships	Changing Me Revisit correct names body parts Emotions linked to change
<b>Year 3</b>	Being me in my World Collaborative working and different points of views	Celebrating Difference Bystander Problem solving	Dreams and Goals Overcome challenges to achieve success	Healthy Me Health and exercise on the body	Relationships Family relationships and stereotypes	Changing Me Puberty natural part of growing up
<b>Year 4</b>	Being me in my World Democracy	Celebrating Difference Online bullying	Dreams and Goals Hopes and dreams Overcoming disappointment	Healthy Me Peer pressure Smoking and alcohol	Relationships Emotional aspects Change in relationships	Changing Me Feelings associated with change Menstrual cycles
<b>Year 5</b>	Being me in my World Rights and responsibilities in my wider community and country	Celebrating Difference Cultural difference Racism	Dreams and Goals Money to achieve goals and Jobs Compare other cultures	Healthy Me First aid Body stereo types Social media	Relationships Self-esteem, online and offline Physical & emotional	Changing Me Self-esteem, self-image, body image Becoming a teenager
<b>Year 6</b>	Being me in my World UNCCR around the world	Celebrating Difference Disabilities Wider bullying issue	Dreams and Goals Challenging and realistic goals Global issues	Healthy Me Drugs, exploitation and gang culture	Relationships Mental health Positive communication	Changing Me Puberty in boys and girls, changes happen Mutual respect