



# ST CUTHBERT WITH ST MATTHIAS CE SCHOOL

## PSHE (PERSONAL, SOCIAL, HEALTH, ECONOMIC) POLICY

### SEPTEMBER 2021

We take inspiration from our vision,

*'As a school community we are inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another courageously and with compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

***Loving one another. Learning for our future.***

#### **OUR INTENT:**

At St Cuthbert with St Matthias CE School, we are committed to offering pupils a broad and balanced experience of PSHE with opportunities to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE will help children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential. PSHE will provide pupils with skills to manage activities that arise in all curriculum areas, undertaken individually or in groups, being appropriate to boys, girls and to those from different cultures and home backgrounds.

In our school we seek to expose pupils to a high-quality PSHE curriculum which engages, inspires and challenges them, equipping them with the knowledge and skills to become a responsible citizen in modern day Britain.

To provide opportunities for the children to:

- develop independence and physical and social awareness, as they move through the primary phase
- manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities

To develop skills through teaching which:

- enable the pupils to think critically
- build skills to develop effective relationships, assume greater personal responsibility and manage personal safety, including online

To develop children's knowledge so that they:

- build a deep understanding of health and well-being
- build healthy relationships, off and online
- understand how to live well in the wider world

#### **IMPLEMENTATION:**

##### **PLANNING including CROSS-CURRICULAR LINKS**

We believe that quality planning is essential in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for regardless of their needs. Planning should also clearly show continuity and progression through learning stages.

Long term plans (curriculum maps, subject overviews for year groups) provide details of skills and both disciplinary and substantive knowledge covered across the year. Medium Term plans (termly planning documents) identify aspects to be taught each term and form the lesson learning objectives.



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The planning structure for each year group is organised so that progression through the subject is identified. Vocabulary for each topic taught within each year group is identified on title pages.

We also use a cross-curricular approach through subjects, linking topics where this provides valuable learning.

#### **LEARNING AND TEACHING STRATEGIES**

We follow the PSHE Association planning which is based on the September 2020 DfE statutory guidance for PSHE for all schools. To deliver the PSHE curriculum the children mainly work within class groups. Teachers will expose children to a range of experiential learning opportunities using objects, materials, equipment and resources (including digital resources) provided by the school. Appropriate topic-based trips and visitors will be arranged as needed. Our aim is to have either one trip or visitor per topic. Pupils may receive a half term project on a specific topic and this will enable them to undertake independent research and individually and creatively present their research to an audience –their class. Teachers assess via a star and a wish feedback format.

Whole school co-ordination and support is essential to the development of artistic and creative ability. However it remains the responsibility of each class teacher to:

- Develop pupils' understanding of PSHE
- Enable the development of skills
- Ensure children have access to a range of equipment and resources, and they are used safely and appropriately
- Ensure that pupils engage in practical experiences and that this is done safely and appropriately
- Ensure that cross-curricular links are made wherever possible and valuable
- Differentiate activities appropriately
- Review and monitor progress regularly

In the Early Years Foundation Stage, the activities are organised to promote social skills and the development of language and understanding. Teaching will be based on the objectives in the Framework for Reception, working towards the Early Learning Goals. This will prepare children for starting the National Curriculum in Year 1.

#### **ASSESSMENT**

We recognise various methods of assessing a child's learning, and use formative and summative assessment to make assessment judgements.

Pupils are then identified as working at a low (WT)/secure (EXP)/high level (GDS).

#### **MARKING**

AFL has impacted significantly on the School's Marking Policy to ensure immediate feedback is offered to the pupils. In PSHE, where applicable, teachers assess against the learning objectives set out in year group overviews. Classes nominate two pupils to evidence PSHE learning which is collected in a class PSHE book.

#### **MONITORING AND REVIEW**

##### ***Lesson Observations:***



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The PSHE Coordinator, as well as the HT, will complete drop-in sessions as part of the monitoring. There will also be an opportunity for formal observations to be completed as part of the Appraisal cycle. The coordinators support colleagues in developing their practice according to the results of the observations and common principles will be addressed in INSET and staff meeting sessions. Learning Walks with the governors, Diocese and RBKC advisers take place on a cyclical basis.

#### ***Planning Look:***

The HT and PSHE Coordinator will monitor the planning at the beginning of each Term, identifying key strengths and areas for development. These results are shared with respective staff. ECT's and new teachers to the school receive additional planning support from the subject lead, leadership team or mentors. Staff meetings can allow time for addressing planning next steps and teachers are additionally encouraged to seek any support, guidance or clarification from their phase leaders.

#### ***Book Look:***

The PSHE Coordinator, as well as the HT, monitor class PSHE books and other evidence on a regular basis (half termly and weekly). Key strengths and areas for development will be identified and results will be shared with staff. ECT's and new teachers to the school have additional support from the leadership team and their mentors. Governors undertake subject lead meetings or learning walks with the subject leads focussing on intent, implementation and impact. At these meetings book samples and learning evidence are viewed.

#### ***Data Analysis:***

The PSHE Coordinator reviews whole school data for their subject and together with book or learning evidence and pupil voice, creates an overview analysis commenting on the standards of achievement in PSHE for each cohort and an overview for the whole school. Training and INSET will be scheduled according to these findings. This data also informs the School Development Plan.

Early Years Foundation Stage: The EYFS follow a thematic curriculum. There are specific topics for each term. Where reference has not been made specifically to Nursery and Reception in this policy, it is important to remember that they work from Foundation Stage Framework as this is the main tool for assessment.

### **EQUAL OPPORTUNITIES**

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Where appropriate, alternative assessments (E.g. P Levels) are used to assess progress. EAL pupils are also assessed across Stages of English Language Development. Personal Learning Plans are reviewed termly and SMART targets are set to ensure progress is attainable. These form the basis for rapid progress targets which identify small steps of daily progress in a child-friendly manner. Pupils take ownership for their goals on clipboards in this way.

### **ROLES AND RESPONSIBILITIES**



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The PSHE Coordinator and Head teacher will ensure this Policy is implemented consistently throughout the School.

The Governing body in co-operation with the Head Teacher should determine the school's general policy and approach to PSHE in the school.

In addition:

#### **The Co-ordinator**

The co-ordinator is responsible for co-ordinating PSHE through the school. This includes:

- To be a role model and demonstrate good practice
- To keep the written policy document up to date and keep under review the Scheme of Work for PSHE in line with the requirements of the National Curriculum
- Work alongside the HT in ensuring RSE forms a part of the PSHE curriculum
- Encourage and support colleagues in the implementation of the agreed procedures and monitor the progression of activities and consistency of approach across both Key Stages
- Manage the financial allocation to PSHE effectively and purchase and organise all resources, ensuring they are readily available and well maintained
- Monitor standards in PSHE across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis
- Contribute to whole-school curriculum improvement by advising SLT and the Governor Teaching and Learning Committee on areas of strength and areas for development as well as identify clear targets to improve and sustain pupil achievement
- Lead the teaching of PSHE by example and afford colleagues the opportunity to share in good practice
- Lead professional development in PSHE in accordance with staff development needs and support and guide by encouraging sharing of ideas and skills
- Be aware of National development in PSHE through reading relevant materials and attending courses when appropriate
- Link with subject leads in alternative settings to work collaboratively and benchmark standards
- Further parental involvement and knowledge by facilitating support and advice through parents meetings and in disseminating relevant information
- Submit regular feedback on standards in PSHE to SLT and in turn the governors.
- Work to achieve equality of opportunity throughout the school

#### **Class Teachers**

The class teacher remains responsible for the teaching of PSHE, but liaises closely with the PSHE Co-ordinator. The class teacher needs:

- To ensure progression in the acquisition of PSHE skills with due regard to the 2020 PSHE curriculum
- To develop and update skills, knowledge and understanding of PSHE and to take advantage of training opportunities where necessary
- To plan effectively for PSHE (with phase group partners where appropriate)
- To plan effectively for all learners, including the planning for visits to offsite settings
- To keep appropriate on-going records



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- To inform parents of pupils' progress, achievements and attainment
- To keep up to date with new or revised information from the PSHE lead or SLT
- To employ a variety of teaching styles using various methods and different techniques to enable all children to maximise their learning

#### Parents

We encourage parents to be involved by:

- Providing them with a curriculum map so that they can support the learning of the topic at home
- Inviting them into school regularly to share in the children's learning of the topic
- Giving informal feedback of their child's progress in the playground at the end of the day
- Providing parents with weekly updates about PSHE learning via our weekly newsletter and via our website

**IMPACT:** Please visit our website galleries and weekly newsletters.



**Signed:**

*September 2021*

**Name of School:** St Cuthbert with St Matthias CE Primary School

**Policy review Date:** September 2021

**Date of next Review:** September 2023

**Who reviewed this policy?** Ratified by the T&L committee