





Chapel Street Community Primary School

PSHE Policy

Approval date	
Review frequency	Triennial
Date of next review	
Signed by Headteacher	Ella Hughes 
Signed by Chair of Governors	Tim Wheeler 

Document control	
Policy title	Personal, Social, Health and Education Policy
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Written by	PSHE Lead
Approved by	Headteacher
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Staff consultation	
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Status	Non-statutory
Published on website	Yes
Main amendments as part of this review / update	<ul style="list-style-type: none"> • Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> • Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five • The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> • The Key – model policy advice • https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> • N/A
Related policies	<ul style="list-style-type: none"> • Teaching and Learning Policy • Feedback and Marking Policy • Assessment Policy • SEND policy • RSE Policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification.

Our Personal, Social and Health Education (PSHE) curriculum enables our learners to become healthy, independent and responsible global citizens. Learners will develop their understanding of themselves, each other and the diverse modern society they are growing up in. Learners are empowered to understand their rights and be up-standers for the rights of others. As a school family, our school's culture of respect and understanding is underpinned by this curriculum. At Chapel Street Community Primary school, we celebrate different families and same love. At Chapel Street we will use the History National Curriculum, 'Statutory framework for the Early Years Foundation Stage' and Development Matters, as the basis for our curriculum. In Years 1 to 6, we will follow the Manchester Healthy Schools IMATTER programme as the basis for our PSHE curriculum.

Intent.

1. To encourage learners to be positive and responsible role models to each other and our community.
2. To ensure learners are empowered to share their voice and value the voice of others.
3. To develop learners' knowledge, skills and understanding to lead confident, healthy and independent lives both now and in the future.
4. To teach learners to make informed choices regarding personal and social issues.
5. To promote respect for each other and the differences between people.
6. To support learners in understanding how they are developing personally, physically and socially, and how to tackle many of the moral, social and cultural issues that are part of growing up.
7. To respond sensitively to real-life events (such as war or death) which may have an impact on the lives of our pupils and their families.

Implementation.

1. We will begin the teaching of PSHE in the Foundation Stage as the children begin developing their understanding of emotions and showing sensitivity to the feelings and needs of others.
2. As the children move into Key Stage 1 they will build on their work using real-life scenarios to learn how to keep themselves safe, including on-line, and using their immediate knowledge of environment of home and school they will learn how to take responsibility for looking after the environment.
3. Moving through to Key Stage 2, the older children will learn about the rights of the child, stereotyping, and the media.
4. On every appropriate occasion, teachers will use first-hand experience, visits, visitors and artefacts to engage children.
5. Through learning about different people's experiences, children will develop empathy and understanding for others.
6. Resources used will include photographs, pictures, books, stories and videos.
7. Different teaching styles will be used to support the needs of children with different learning needs.

Impact.

PSHE will teach acceptance, tolerance and empathy — as well as strategies to respond appropriately to bullying, prejudice and discrimination. PSHE plays an important role alongside the Chapel Street Relational Approach policy. Pupils will demonstrate high levels of respect for each other and be supportive of one another's wellbeing. PSHE will help our pupils to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it.

Cross Curricular Links.

The school will teach PSHE through a systematic and thematic approach following the The IMatter Curriculum. This covers 5 areas which are revisited and built upon every year:

- Relationships and Sex Education
- Mental and Emotional Health
- Keeping Safe
- Healthy Lifestyles
- Living in the Wider World

Literacy and Oracy skills will be developed during lessons through reading, discussions and through using specific vocabulary and technical terms. Opportunities to use ICT in ways that will enhance children's learning in PSHE Education are indicated in several themes and links will also be made in RE, art, drama and dance - linking topics when and where appropriate.

Planning and Curriculum Content.

In Key Stage One and Key Stage Two, the school follows the Manchester Healthy Schools IMATTER curriculum. Learning objectives are taken from the National Curriculum and the long-term planning is fixed. The medium term and short-term plans are updated and refined for each new year group.

In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and Development Matters. The curriculum area of PSHE is within the Personal, Social and Emotional area of learning and in Reception, is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.

Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression of learning and final pieces of the children's work. The subject lead will also examine a range of children's work to ensure delivery, high standards and progression using the Assessment tools provided with the agreed syllabus. In Key Stage One and Key Stage Two, assessment of children's attainment will be carried out by moderation of children's work between class teachers. Judgements will be made against National Curriculum Attainment Targets and recorded on teachers' assessment sheets as to whether the children have met or have not met the attainment targets. Children in the Early Years Foundation stage will be assessed against the Early Learning Goals. The Subject Leader will analyse this data at the end of each topic and summative assessments will be conducted at the end of the academic year to monitor standards across all year groups.

Resources.

Resources are provided by Manchester Healthy Schools and have been saved on the school One Drive by the PSHE Lead. Other resources such as books to support Inclusion and Diversity have been purchased and will be added to by the PSHE Lead.

Professional Development.

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own knowledge of religion and beliefs and keeps them up to date with developments with the Agreed syllabus. Areas for development will be identified through CPD meetings and staff audits and will be planned accordingly to support staff with model lessons.

SEN and Equal Opportunities.

Our school will aim to provide for children with Special Needs with a curriculum which allows for appropriate adaptation. This may be by outcome, task, resources, support, interest or pupil groupings as appropriate.

Children with English as an additional language (including INA's).

We will try to ensure that children who have English as a second language will be given extra support in class to enable them to gain the knowledge, understanding and skills set out in the locally agreed syllabus. This may be through peer support or small group work.

Health & Safety.

DBS information will be checked and carried out by the school office before any PSHE workshops in school. Risk assessments will be carried out before any PSHE trips.

Confidentiality and Handling Disclosures.

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

- We will set the following ground rules at the start of every lesson, which will cover:
 - o Privacy
 - o The right to speak without being interrupted
 - o Listening
 - o Our own space
 - o Expressing ideas and feelings
 - o Showing respect
 - o Confidentiality

- o Asking anonymous questions

- If a pupil makes a disclosure, we will follow the Chapel Street policy for Child Protection and Safeguarding.