

At St Stephen & All Martyrs' we are all special.
Together we
Achieve, Believe and Care.
We do our best for ourselves and each other, with the love of God to guide us.



Our Vision at St Stephen & All Martyrs'



Achieve, Believe, Care underpins all that we do: it embodies making learning exciting, engaging, and relevant to children's lives in the 21st century. All children **Achieve** their full potential. We **Believe** our core Christian values nurture each child within our school family. We **Care** for ourselves and each other because we are a school community of faith. We believe these are '*God's plans for us*'. **Jeremiah 29:11**

Together these principles prepare our pupils to be lifelong learners -creating a recipe for success!

Introduction

At SSAM, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of society. It also introduces them to some of the principles of financial planning and understanding. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE Learning Intent

At St Stephen and All Martyrs' CofE Primary School, we empower ALL of our children to believe in themselves and achieve the best that they can, embracing our school motto; "**Achieve, Believe and Care**"

Using these principals we encourage children to take part in PSHE lessons to assist them in their preparation for adult life. We will do this by supporting them through their physical, emotional and moral development. We want to aid the children to understand themselves, respect themselves and others, form, and sustain healthy relationships.

We pride ourselves on providing rich purposeful learning opportunities in order to ensure that this is achieved. Our intentions are:

- Know and understand a healthy lifestyle – Including Mental Wellbeing

- Recognise that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- Be aware of safety issues - Including E-Safety.
- Understand what makes for good relationships with others
- Have respect for others
- Have aspirations and dreams for their future
- Be independent and responsible members of a community, such as school council
- Understand what is meant by 'Democracy' and be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community
- Actively promote British Values

PHSE Learning Implementation

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017.

This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education). This updated edition of the PSHE Association Programme of Study for PSHE education supports schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content.

A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Aims

PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy,

and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

Mental wellbeing is an important part of our PHSE offer and we incorporate Growth Mindset and Positive Education (PERMA) principles through our everyday teaching and focus on these look through PHSE. The following are addressed:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Breathing techniques.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Continuity and Progression

Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour – self-regulation.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum, 'Think Equal' programme of learning supports this work.

Key Stage One and Two

Within Key Stage One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy

Scheme of Work

Learning is based on the Church of England version of Heart Smart scheme of work.

Cross-curricular Skills and Links

PSHE plays a key role in our lives and the lives of the children in our school. So although the children are taught standalone lessons of PSHE the lesson and ideas are reinforced daily as part of the school ethos.

SEND

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Spiritual, Moral, Social & Cultural Development

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

Assessment

Teachers assess for each topic whether the children are Emerging, Developing, Expected or Higher standard in the subject. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage observations are made and recorded on Tapestry.

Similar to this, Key Stage One and Two also have a class 'big book' where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly

evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school

Resources

Planning resources are stored on the Heart Smart website. Any other resources are stored in classrooms or the school resource areas.

Staff Roles and Responsibilities

The PSHE co-ordinator is responsible for monitoring and evaluating PSHE in the curriculum. The development of PSHE is monitored through learning drop ins, working alongside the class teacher, assisting year group planning, monitoring and assessing coverage as well as looking at displays on learning walks and pupil questionnaires.

The staff are responsible for ensuring each child has access to the curriculum and provide experiences of Science and celebrate good work through displays, positive comments and rewards. The co-ordinator will be available to help staff with ideas for the planning of their teaching and support teachers in assessing as required.

Confidentiality and handling disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns and pass this onto the designated safeguarding member of staff. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Pupils' questions will be answered by members of staff in a supportive and informative manner.

We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. If a safeguarding issue is raised by an anonymous question we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy.

Where a question is asked of a delicate nature and the member of staff feels the question is inappropriate to respond to in class. The member of staff will respond and will contact the child's parent or carer to discuss this. They will then be asked how they wish the question to be answered:

1. The teacher answers the question on their own
2. The parent is invited into school and with the teacher they answer the question together.
3. The parent/ carer chooses that they don't want the child to know the answer

RSE

Requirements on RSE guidance and regulations were passed in Parliament and came into force from September 2020. The requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education. It is recommend that all primary schools have a programme of sex education.

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010. The guidance is compatible with this. RSE guidance March 2019

What does the Relationships Education cover?

Relationships Education in primary schools will cover:

- 'Families and people who care for me',
- 'Caring friendships',
- 'Respectful relationships',
- 'Online relationships',
- 'Being safe'.

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The current guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

(For more details about our SRE please see our detailed Sex & Relationship Education Policy)

PHSE Learning Impact

- Our pupils understand themselves and are able to keep themselves safe.
- Our pupils are engaged & motivated learners.
- Our pupils are independent, confident, collaborative and resilient individuals.
- Our pupils have a progressive skill & knowledge based understanding of the curricular areas and are able to make links in their learning.
- Our pupils reach their potential and are ready for the next stage in their learning journey.
- Our pupils will use their PHSE learning to be confident and compassionate individuals.
- Our pupils will have aspirations for their own future.