

# St. Peter's C of E Primary School



## PSHE Policy

'Unlocking the gates to a lifelong love of learning and faithfulness'

"Start children off in the way they should go, and even when they are old they will not turn from it" Proverbs 22:6

Ratification Date: Autumn 2023

Review Date: Autumn 2026

## **St. Peter's Vision Statement:**

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

## **Intent**

Through our teaching, our intent is to enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We believe that the intent of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, by allowing our children to:

- Know and understand what is meant by a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for themselves and others;
- Be thoughtful and responsible members of their community and their school;
- Become active members of our democratic society;
- Develop self-confidence and self-esteem;
- Make informed choices regarding personal and social issues;
- Develop good relationships with other members of the community.

## **Implementation**

At St Peters we have adopted HeartSmart as a whole school approach and the teaching and learning within this programme actively delivers all that is needed in a PSHE curriculum. In addition, this programme uses 5 Principles to embed our Christian Values and empowers children to make good choices. The combination of taught lessons, whole school and class worship, plus reflection times will be delivered to embed our PSHE curriculum. This approach links directly to our Behaviour and Personal Development policy and practice.

Using HeartSmart to link to the Programme of Study and the associated PSHE education planning toolkits enables teachers to not only meet, but exceed, the new requirements set out in the statutory guidance. Furthermore, HeartSmart compliments our teaching and learning as a Church of England school by including Bible verses, Prayers, Collective Worship and Reflection aspects which covers strands 2-6 of the SIAMS evaluation schedule.

HeartSmart is a creative approach that we can use to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health and relationships and academic achievement. We recognise the value of educating the heart alongside educating the mind.

## **The Five Principles**

**1. Don't forget to let love in**-this principle is about learning how important, valued and loved we are. It teaches children about self-worth. PSHE lessons deliver the message 'You're important, you matter, you're one in a million and above all you're loved'. The healthier our internal dialogue, the greater our sense of worth which is the corner stone of character and resilience.

**2. Too much selfie isn't healthy**-This principle explores the importance of others and how to love them well. It teaches about empathy, working well with others, being a good listener and 'understanding that life is more about we than me'

**3. Don't rub it in, rub it out**-forgiveness is key. Learning to process negative emotions, disappointment and hurt are explored through this principle. Don't rub it in, rub it out means choosing to forgive and accepting that we too need grace just as much as we give it away.

**4. Fake is a mistake**-Unpacking how to bravely communicate the truth and be proud of who we are. This principle focuses on identity. Learning to be yourself and how to communicate truth well.

**5. No way through isn't true**-Knowing there is a way through every situation no matter how impossible it may seem. This principle aims to develop grit and determination. Building resilience and how to learn and develop a growth mindset.

Through the teaching of the HeartSmart principles as a whole school approach, children learn how to make good decisions and everyone is taught to value themselves, show love and care to others, to forgive and to be honest.

The HeartSmart High Five will become a language of culture when used consistently through our Teaching and Learning and through our approach to Behaviour and Personal Development.

## **HeartSmart- Teaching and Learning**

The HeartSmart resource uses Overview Grids to ensure that each of the Five Principles is taught throughout each year group, providing progression and consolidation of knowledge, skills and vocabulary. Each lesson is cross referenced to the three strands of the PSHE Curriculum and to the SIAMS strands 2-5. (HW- Health and Wellbeing, R- Relationships, LWW- Living in the Wider World).

To support our PSHE curriculum further, Every year our year 5 and 6 children take part in a 10 week (approx.) programme called D.A.R.E. This is done in school time with a D.A.R.E Officer coming into school to deliver the sessions.

**D.A.R.E.** stands for - Drug Abuse Resistance Education.

Children receive a book to complete their work and homework and there will be a graduation after completion.

Parents/carers receive information about the project so that they can discuss it with their child.

## **Assessment and Evaluation**

Assessment is an on-going process. Teachers use formative assessment and assessment for learning to inform and plan.

The impact will be seen in the children's ability to:

- Utilise their learning within their daily lives.
- Demonstrate the confidence needed to articulate their thoughts and feelings in a climate of openness, trust and respect.
- Show when and how they can seek the support of others.
- Evaluate and understand their own wellbeing needs, to practice selfcare and to contribute positively to the wellbeing of those around them.
- Develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## **Monitoring and evaluation**

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. This may be through book scrutiny or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

## **Inclusion**

- Children of all abilities and beliefs have access to the PSHE curriculum.
- Provision for children with Special Educational Needs and Disabilities is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO) and PSHE lead.
- It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes are discussed and all children are encouraged to participate.
- Within the planning of PSHE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task and type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of such an event, the child's parent or carer will be informed before the lesson or activity takes place.