

Train up a child in the way he should go; even when he is old he will not depart from it.  
Proverbs 22:6



Feelings &  
Relationships

# Subject Information: PSHE

Democracy

Within a caring Christian environment, we will;  
• **inspire confident learners who will thrive in an ever-changing world.**

Right &  
Wrong

Rules &  
Laws

Values

Community

Financial  
Capability

Difference  
& Diversity

Anti-  
bullying

Safety

Rights &  
Responsibilities

Health

Choices

Drug & Alcohol  
Education



## Principles of PSHE at St Chad's C of E (VC) First School

At St Chad's C of E (VC) First School, PSHE aims to enable our children to:

- actively promote the five fundamental British Values;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- understand what makes for good relationships with others;
- be independent and responsible members of the school community;
- develop good relationships with other members of the school and the wider community.
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- have respect for others;
- be positive and active members of a democratic society;
- know about their own culture and society and value their own cultural identity
- understand the role of the media in society



# What is PSHE?

PSHE education aims to help children deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to children's wellbeing (and appropriate to the age of the child): nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning and personal finance.

PSHE education makes a significant contribution to the Prevent agenda and to safeguarding children. It also supports children's Spiritual, Moral, Social and Cultural Development.

PSHE education is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.



## How is PSHE taught?

PSHE is taught as a discrete whole-class lesson as well as through other subject areas. Children are encouraged to apply their knowledge, understanding and skills in work across the curriculum as well as in their daily life. Whole school, Key Stage and Class Worship times also help to build children's Spiritual, Moral, Social and Cultural development.

As PSHE education works within the real life experiences of children and young people it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education
- Dealing with questions and comments from children sensitively
- Building on children's knowledge and experiences
- Developing understanding through enquiry, group discussion and problem-solving
- Providing a range of opportunities for children to learn, practise and demonstrate skills, attitudes and knowledge
- Allowing time for children to reflect and consolidate their learning
- Having high expectations of children and young people's achievement and behaviour
- Providing differentiated learning opportunities for children with special educational needs



## How will pupils learn?

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as worship time, or involvement in an activity to help other individuals or groups less fortunate than themselves. We ensure pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## What will pupils learn?

Pupils will learn the following in each phase:

EYFS	Key Stage 1	Key Stage 2	
<ul style="list-style-type: none"><li>• Rules</li><li>• Right and Wrong</li><li>• Choices</li><li>• Communities</li><li>• Feelings and Fairness</li><li>• Responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Communities</li><li>• Choices</li><li>• Feelings and Relationships</li><li>• Right and Wrong</li><li>• Rights and Responsibilities</li><li>• Rules</li></ul>	<ul style="list-style-type: none"><li>• Rules and Laws</li><li>• Health</li><li>• Drug &amp; Alcohol Education</li><li>• Difference and Diversity</li><li>• Choices</li><li>• Feelings &amp; Relationships</li><li>• Right &amp; Wrong</li></ul>	<ul style="list-style-type: none"><li>• Say No to Bullying</li><li>• Financial Capability</li><li>• Democracy</li><li>• Rights &amp; Responsibilities</li><li>• Transition to Middle School</li><li>• Safety</li></ul>



## How is learning assessed?

Learning in PSHE is assessed continually within each lesson to ensure that staff plan for progression. This ensures that all groups of pupils are both supported and challenged to enable them to make at least expected progress. At the end of each unit, staff take into account their knowledge of each individual pupil to come to a judgement as to whether they are: Working Towards/Working at/Working Above the Expected Standard. As pupils are viewed as individuals with their own prior experiences and with each unit being unique with its own knowledge, understanding and skills, the judgement at the end of each unit may vary to reflect the progress that pupils make.

In the Early Years Foundation Stage, the use of observations underpinned by personalised and creative learning activities, enable staff to draw conclusions and judgements about pupils' understanding of PSHE across the early learning goals.

## Access to Resources

Staff and pupils have access to a range of resources including those from external agencies such as NSPCC and to provide a broad and balanced experience. Staff also use Difference and Diversity resources from Entrust and lesson planning from LCP to ensure a progressive and balanced approach throughout each phase.



# How does it promote fundamental British Values and SMSC?

**British Values** - Personal, Social Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of society. This is supported by actively promoting the five fundamental British Values. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community to help develop their sense of self worth. They learn how society is organized and governed. We ensure that they experience the process of democracy in school through the School Council meetings, class circle time and through Worship time. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

**Spiritual Development** - Learning about connections and belonging and developing their self-awareness. Developing a sense of security, well-being, worth and purposefulness as well as an understanding of each person's uniqueness .

**Moral Development** - Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school. Promoting racial, religious and other forms of equality. Giving pupils opportunities to explore and develop moral concepts and values - for example; truth, justice, equality of opportunity, right and wrong

**Social Development** - Fostering a sense of community and promoting racial, religious and other forms of equality. Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, independence, self-respect and an awareness of others' needs. Providing opportunities for engaging in the democratic process.

**Cultural Development** - Extending pupils' knowledge and use of cultural imagery and language. Encouraging them to think about special events in life and how they are celebrated. Building an awareness of the diversity of British culture and the richness this brings.