



The Academy at
St James
Aspire, Achieve, Believe

The Academy at St James
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The Academy at St James

PSHE Policy



Headteacher:
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The Academy at St James

PSHE Policy

Section 1:

Introduction to the Policy Purpose

The purpose of this policy is to describe our practice in PSHCE and RSE and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within Personal, Social, Health, and Citizenship Education (PSHCE) across the school. This is to ensure that pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children to reflect on, clarify their own values and attitudes, and explore the complex and sometimes-conflicting range of values and attitudes they encounter now and in the future.

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Our curriculum is designed to teach pupils about healthy relationships and consent from a young age to give them a clear understanding of how to treat others and how they should expect to be treated themselves. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

Consultation

Suzanne Harrison reviewed the policy together in consultation with teaching staff, pupils, parents/carers and school governors. November 2023.



Section 2: Procedures and Practice Roles and Responsibilities

The PSHCE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school. They are responsible for ensuring that an overview of the subject is available on the school website. The PSHCE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary. The PSHCE leader and safeguarding team are responsible for the planning and implementation of any subject specific events which are run in the school. As a school we use the PSHE association to build our overview for the year as well as the additional resources linked to this.

Individual teachers and HLTA are responsible for the day-to-day planning and delivery of the PSHCE curriculum. The governor for PSHCE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Section 3: Aspects Planning

Class teachers and HLTA are responsible for ensuring PSHCE is planned on both the mid-term and using weekly flips. Weekly flips will show which learning objective(s) are to be covered within a weekly session. PSHCE should be taught on a weekly basis, with at least one-hour discrete teaching time. PSHCE planning and lessons should include memory retrieval and key vocabulary each week.

Early Years Foundation Stage

In the Early Years Foundation Stage, adults will follow the requirements of the EYFS Framework and outcomes. Personal, Social and Emotional development is one of the three Prime areas, which underpin the areas of learning.

- *Managing feelings and behaviour* - children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- *Making relationships* - children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- *Self-confidence and self-awareness* - children are confident to try new activities, and say why they like some activities more than others do. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help. Another of the Prime areas, physical development, includes Health and self-care where children are expected to know the importance of exercise and a healthy diet and manage their own basic hygiene successfully. Through People and Communities, children will be able to talk about their own lives and the lives of family members, recognising similarities and differences between themselves and others, and among families, communities and traditions. Children will also learn about similarities and differences between places including their own environment through learning about the World.



Key Stage One

The curriculum for Key Stage One is outlined in the Academy St James PSHCE long-term plan, which follows six key themes. Each year group will be given the key objectives to follow for each theme. These should be covered over the half term to ensure continuity and progression across year groups.

Teaching

PSHCE is taught in a safe learning environment with group agreements and distancing techniques so that pupils are not put 'on the spot' or expected to discuss their own personal issues. In most cases, teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHCE leader for advice and support.

At Academy St James, we have split PSHCE into the following seven themes to be taught each half term:

- Identity, Society and Equality
- Careers, Financial and Economic Wellbeing
- Physical Health and Wellbeing
- Relationships
- Keeping safe and Managing Risks
- Drug, Alcohol and Tobacco Education
- Mental Health and Emotional Wellbeing

Well-Being Days are also planned into each half term, usually around the PSHCE theme. The Well-Being Days give children the opportunity to take part in activities, which broaden their understanding of a particular area. We try to ensure that our Well-Being days coincide with national events such as Anti-Bullying week or E Safety day.

We believe that children should be able to ask their own questions within PSHCE in order to make learning relevant. Although learning objectives are outlined within the programme of study, staff ensure that what they teach is challenging for all pupils and that children take responsibility for their own learning.

How are Fundamental British Values and SMSC development promoted through PSHCE?

Through spiritual, moral, social and cultural (SMSC) development, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We work alongside the community scheme of One Britain, One Nation (OBON) to develop and deepen our community links and understanding.



Spiritual Development

In PSHCE, we support spiritual development by promoting an ethos of fairness and compromise in the classroom, offering opportunities for pupils to reflect on their own views and beliefs and through our Academy St James ethos and values. We give our learners the opportunity to understand feelings and emotions, the impact these can have on others and the importance of understanding feelings. Through all aspects of PSHCE, we encourage the children to share their own views and opinions and understand how we can be respectful to others with different views.

Moral Development

Lively discussion and debate is encouraged in all PSHCE lessons enabling our learners to express their own values and to show respect for those with others. We have a clear moral code as a basis for good behaviour, respect of others, which is promoted throughout the school and is embedded within the Academy St James ethos and values. Through all aspects of our curriculum, we encourage our learners to take pride in themselves and their work. We also encourage our learners to abide by 'fair play', being good winners and losers, in games, rules and life. Through all aspects of PSHCE, we encourage the children to be taking part in discussions and playing an active role in decision-making.

Social Development

Social development is encouraged through an understanding of what makes a good citizen and how our learners play their part in the school community and wider society. We develop an understanding of respect for others opinions, beliefs, values and customs by encouraging children to relate positively to others. Through teamwork activities we teach our children the importance of cooperation and sharing, encouraging them to demonstrate good manners at all times. We aim to provide children with opportunities to develop their self-confidence through a range of activities, encouraging them to be positive and resilient in what they do. Through our Positive Relationships aspect of PSHCE we focus on the importance of working together, understanding what makes a good friend and how we can understand and manage our feelings and emotions.

Cultural Development

At Academy St James, we provide pupils with opportunities to understand and appreciate their own and other cultures. Our learners are encouraged to explore similarities and differences between themselves and their peers. Through PSHCE, the children learn about their school community and wider community. We aim to develop an understanding of, as well as celebrating and embracing, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world. Through the Citizenship aspect of PSHCE, we encourage our learners to respect and embrace similarities and differences and showing an understanding of the term 'uniqueness.'

Organisation

Good quality PSHCE requires sufficient time for planning, delivery and evaluation.

A timetabled PSHCE programme, with clear learning outcomes ensures regular and repeated input that builds year on year. In addition to timetabled lessons, PSHCE can be enriched by well-being days.



Parent Partnership

At Academy St James, we are committed to working with Parents and Carers. We will offer support by ensuring planning is made available through the school website and ensure half-termly newsletters are sent home in each year group to outline what is being taught during each topic. Also, the PSHCE web page on our school website is regularly updated with key policies and any support materials that might be useful.

Assessment

Pupils' prior knowledge needs to be the starting point of all PSHCE work. The elements of Relationships and Sex Education that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Children in both EYFS and KS1 should be assessed against the learning objectives and success criteria for each lesson/learning activity (found in the PSHCE Programme of Study). Adults must consider whether they have met the learning objective and to what extent by using layered success criteria. Notes, marking and observations should be used to inform next steps and future planning. Children are also encouraged to self-assess/peer-assess their work to show to what extent they feel they have met the learning objective. Work is placed in large big books which all children can celebrate their learning in the class.

Monitoring

The subject leader regularly evaluates PSHCE. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The PSHCE leader and teachers will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school. Any changes or updates to the PSHCE curriculum will be discussed with staff during curriculum meetings.

RSE

Within our PSHCE curriculum we take time to focus on Relationships Education (RSE), providing children with knowledge and understanding of positive relationships, with a particular focus on friendships, family relationships and relationships with other children and adults. Through this teaching we enable our children to build healthy and respectful relationships, with a clear understanding of appropriate boundaries.

At the Academy at St James RSE is taught through our PSHCE curriculum with some aspects covered in other areas of the curriculum including

- Science
- Computing
- Circle times
- Whole school and class workshops

For more information please see the separate RSE Policy.



Section 4: Conclusion Monitoring and Review

The governor with responsibility for PSHE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Other Documents and Appendices

The PSHCE policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, Child Protection and Safeguarding, Science, Drugs Education, Drugs Incident Management, Relationships and Sex Education, Anti-Bullying, Food Policy, SMSC policy.

- · National Curriculum Objectives
- · Long Term Plans
- · Year group Objectives