



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY
'Together with God, Making Learning a Life Long Friend'

OUR VISION FOR PSHE

PSHE provides a curriculum that is broadly based, balanced and meets the needs of all pupils at St Anne's Primary School. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of all pupils. It prepares them for the opportunities, responsibilities and experiences of later life including economic awareness, relationships and sex.

SUBJECT AIMS AND OBJECTIVES

To provide children at St Anne's with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the wider community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social, cultural issues that are part of growing up. They learn to understand and respect our common humanity: diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. (See Appendix 1)

SUBJECT LEADER

The member of staff responsible for leading PSHE at St Anne's is Mrs Hannah Bowcock.

TEACHING APPROACHES

St Anne's uses the Kapow PSHE Education scheme of work. This scheme brings together PSHE Education, emotional literacy, social skills, relationships and sex, and spiritual development in a comprehensive scheme of learning.

Teaching strategies are varied and are mindful of preferred learning styles and need for differentiation.

PLANNING

Teachers at St Anne's plan using the Kapow PSHE Programme. This supports the development of the skills, attitudes, values and behaviour, which enables pupils to:

- Have a sense of purpose and value themselves and others.
- Form relationships and communicate effectively.

- Be an active partner in their own learning.
- Be active citizens within the local community.
- Become healthy and fulfilled individuals.

INCLUSION

The Kapow PSHE Education scheme of work adopted by St Anne's is designed as a whole school approach. Varied teaching styles are used which allow all children to contribute to lessons and be included.

Staff members are aware that some views around PSHE areas are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

ASSESSMENT AND RECORDING

The recording of work in PSHE will come in various formats, including photographs, drawings and worksheets and will be recorded in a class PSHE floor book. There is no formal assessment process, however teachers will assess children's response to PSHE and feedback to parents in the yearly school report.

RESOURCES

We have a range of resources to support our PSHE curriculum across the school. As the new scheme of work develops, new resources will be ordered as required.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching and planning of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

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Appendix 1:

Families and people who care for me:

Pupils should know:

1. that families are important for children growing up because they provide love, security and stability.
2. the characteristics of healthy family life, including commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up.
5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends.
2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.
3. the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
4. how to recognise relationships that are less positive
5. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
6. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, how to manage conflict, and that resorting to violence is never right.
7. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
2. practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. the conventions of courtesy and manners.
4. the importance of self-respect and how this links to their own happiness.
5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
7. what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
8. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do.
2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery).
6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with

older social media users, who may be strangers, including other children and adults.

8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.

9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education

Being safe

Pupils should know:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.

2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. how to recognise and report feelings of being unsafe or feeling bad about any adult.

6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.

7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.

8. where to get advice e.g. family, school and/or other sources.