



ST LEONARD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



Personal, Social and Health Education Policy

'Still other seed fell on good soil, where it produced a crop – a hundred, sixty or thirty times what was sown.'
Matthew 13:8

Why we teach our pupils:

Each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

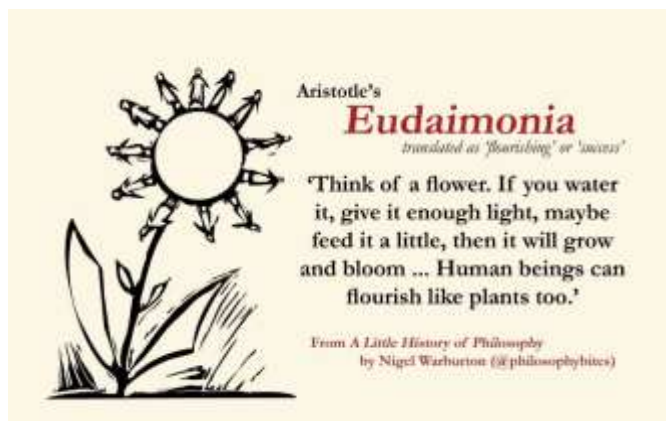
"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future".'

Jeremiah 29:11

Vision

The Trinitarian nature of God means that He has had relationships since before the creation of the world. This is a central aspect of humans being created in his image and therefore 'Relationships, Sex and Health' are all crucial aspects of human flourishing.

This curriculum area is fundamental to our vision and ethos (see Ethos policy).



'Education is far more than an instrument for creating an effective and productive workforce: it exists to open the way to abundance of life.'

p105 Reimagining Britain – Justin Welby

We believe education is not limited to teaching skills and knowledge, but enabling pupils to develop personal deep-seated values which give them the capacity to work together to build flourishing communities.

To fulfil this vision, we believe our teaching of PSHE will enable pupils to:

- Maintain a healthy mind and body and live a fulfilled life,
- Have a positive attitude to life-long learning and making the most out of life,
- Flourish through positive relationships which support thriving communities,
- Broaden their horizons and raise their aspirations,
- Realise that there are other views and beliefs and develop respect and tolerance.

Within our teaching of PSHE we aim to:

- Model healthy life styles and positive relationships
- Ensure pupils know about how to maintain a healthy body and mind
- Enable pupils to respond positively to both encouragement and criticism developing a healthy attitude to learning
- Have high aspirations of what they can achieve and how they can contribute to global communities.

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How does the teaching of PSHE impact on our aims for our pupils:

Aim:	How does PSHE support the achievement of this?	Contributions from other curriculum areas
Faith - develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Opportunities to develop resilience through problem solving and puzzles Opportunities to fail and an acceptance that this leads to learning	Learning about people of faith and how this has helped them to face adversity Opportunities to overcome fears through experiences such as climbing, sailing, etc. Opportunities to develop resilience through experiences such as Couch 2 5K, challenges at Whitemoor Lakes or the climbing wall.
Relationships - flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)	Knowing that relationships are valuable and vary (friendships, family, intimate, work) Understanding acceptable and safe expectations and boundaries within relationships To understand their role in developing positive relationships with within their families and communities	An awareness of the wonder of creation through Forest Schools, educational visits to farms, zoos etc. Exploration of relationships through role play
Uniqueness - have the self-confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	To know families are unique and special To appreciate their own uniqueness and that of others	
Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)	Understanding that families can have different structures Developing an understanding of what makes a thriving community Understanding cultural expectations within different global communities An understanding of the role of democracy.	Exploring the role of democracy within a community through the work of the Courageous Advocates.
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)	Valuing the differences between individuals, families and communities Understand how to stay healthy. Explore how we treat others through discussion e.g. P4C sessions	P4C sessions on people who have stood up for human rights, e.g. Martin Luther King, Malala, Ghandi, Rosa Parks, Barnardo... Involvement in charity events to seek justice for the vulnerable
Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)	Explore the role of forgiveness in maintaining a positive mental health.	Research the role of forgiveness within history, e.g. the war treaties.

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Statutory requirements

The Health Education and Relationships Education (primary) aspects of PSHE education are compulsory. The statutory guidance for Health Education, Relationships Education and RSE covers broad areas of particular relevance and concern to young people today. It covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

In order to support pupils with life, now and in the future, our curriculum also includes a non-statutory section on My Happy World. My Happy World covers areas such as Shared Responsibilities, Communities, Media Literacy and Digital Resilience, and Economic Wellbeing: money, aspirations work and careers.

Definitions

Relationships Education covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. Coverage of the statutory elements is assured through My Happy Relationships.

Sex Education is a programme of work that covers romantic relationships, sexual health and contraception linking to our Science curriculum which includes human reproduction. The school utilises the Growing Up, Growing Wise resources to deliver this in UKS2. The **Science curriculum** covers human reproduction (see Science Policy). The aspects covered by Growing Up, Growing Wise are non-statutory and parents can withdraw if they choose. The elements of human reproduction included in the science curriculum are statutory and cannot be withdrawn from.

Health Education is a programme of teaching about healthy lifestyles, growing and changing, drugs, alcohol and tobacco, keeping safe and first aid. This is taught through use of the My Happy Body resources. The mental health aspect of Health Education is further supported by My Happy Mind. This is based on positive psychology and neuroscience to develop resilient thriving children who understand how to maintain positive mental health.

Curriculum Delivery of PSHE

The core of the RSHE curriculum at St Leonard's is delivered through a 30 minute My Happy Mind+ lesson each week. This is supplemented by aspects such as Growing Up, Growing Wise, P4C/Picture news sessions, the Difference programme and visits from professionals such as the Fire Service and First Aid lessons.

At Padiham St Leonard's we believe that PSHE is rooted in all aspects of life and learning. Therefore, much of the curriculum is enriched through other curricular areas. These include:

- Units of Science, History, Geography and Design Technology
- Units of RE
- Computing
- PE and Sport, including competitions and after-school delivery
- After-school provision to develop individual talents such as art, dance or language.

The pedagogical approaches used include, but are not limited to:

- Emotion Works resources
- Philosophy for Children

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- Think U Know
- National Online Safety Resources and Scheme of Work
- Activities embedded within the school calendar such as weekly celebration assemblies, end of year Award Ceremonies, 'Safer Internet Day', 'Anti-Bullying' week, Speak Out, Stay Safe NSPCC, Pantosaurus NSPCC and annual Art Exhibitions.
- The work of pupil committees such as Courageous Advocates, Happiness Heroes and Playground Leaders.
- Pupils being assigned roles and responsibilities around the school.

Roles and responsibilities

The Governing Board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that PSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

The Senior Leadership Team

Our delivery of PSHE is routed in teaching across the curriculum. Within this work, we will inevitably encounter pupils who will need more support in order to 'Regulate, Relate, Reason and Repair.' We acknowledge that this in turn is emotionally draining for staff.

'Those who do not run away from our pain but touch it with compassion bring healing and new strength. The paradox indeed is that the beginning of healing is in the solidarity with the pain. In our solution-orientated society, it is more important than ever to realise that wanting to alleviate pain without sharing is like wanting to save a child from a burning house without the risk of being hurt.'

Nouwen 2017, p186

The Senior Leadership have responsibility to maintain the wellbeing of the staff and ensure that staff receive regular support and advice about how to maintain their personal well-being. (See Wellbeing policy)

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Modelling appropriate behaviours as outlined in the Ethos policy.
- Delivering PSHE with sensitivity.
- Modelling positive attitudes to PSHE.
- Supporting the work of Courageous Advocates by facilitating in-class discussions to enable class representatives to take the views of the class to meetings
- Responding to the needs of individual pupils.

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- Ensuring they are self-regulated before they support pupils who need support in this area.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of PSHE through staff meetings and INSET. Relevant staff have worked together to review the 'Growing up, Growing Wise' resources and establish a plan for the delivery of these resources to Year 5 and 6 pupils. Other training which impacts on the delivery of this area includes Philosophy 4 Children training (which particularly involves pupils forming opinions and considering/respecting different viewpoints), National online safety training, Think U Know training and Emotion Works.

Teachers may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of PSHE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Assessment

Teachers should assess pupils learning at the end of each unit and record this on the half termly assessment records. These records should inform the teaching of future units and any aspects which are deemed to require further teaching should be included in either specific isolated lessons or through the cross-curricular units identified in the Cross-curricular overview.

Each February an overall judgement of whether the child is on track should be updated on the Insight tracker system.

Monitoring arrangements

The delivery of PSHE is monitored by the subject leader through planning, learning walks, floor book scrutines, assessment analysis and discussion with pupils.

Other related documents:

- Overview of the RSHE/PSHE Curriculum delivered through My Happy Mind+
- Progression of skills covered by the My Happy Mind+ curriculum.
- Overview of the elements of the RSHE and Health Education curriculum covered through other curriculum areas.

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