

Adopted by governing body	October 19
Last amended	May 23
For review	May 24

Chirton Church of England Primary School

PSHRE Policy



Where your treasure is, there will your heart be also'
Matthew 6:21

Introduction

At Chirton Primary School we see Personal, Social, Health and Relationships Education (PSHRE) as being an integral part of all that we do;

Although RSE education is now a statutory requirement (please see our RSE policy for more information), PSHE remains a non-statutory subject in primary schools. However, at Chirton School we strongly believe that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning;

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. Our PSHRE provision at school includes many elements of the RSE curriculum alongside other elements of essential learning including drugs, financial and healthy lifestyle education.

Aims

To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;

To prepare pupils for the opportunities, responsibilities and experiences they may meet in later life, and to help equip them in developing and maintaining good relationships.

The intent of our carefully sequenced PSHRE curriculum is for children to move on from Chirton:

- Having developed the skills to form strong relationships.
- Expressing the importance of looking after their minds and bodies.
- Able to articulate their place in the world and how they can have an impact.
- Ready to tackle the moral, social and cultural issues that are part of growing up.
- Taking responsibility for their life choices.

Roles and Responsibilities

The PSHRE Co-ordinators have the following responsibilities:

- To review the RSE and PSHRE policies;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHRE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHRE.

The Governors have the following responsibilities:

- To ensure that an up-to-date RSE policy is in place and is made available to parents
- To ensure that the RSE policy and curriculum are in line with the DfE Relationships Education, Relationships and Sex Education and Health Education framework (updated in 2021)
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHRE, is doing so in line with the school's PSHRE policy, and other relevant school policies;
- To contribute to the evaluation of the programme
- Communicating with parents when appropriate/necessary.

Working with Parents/Carers

- We recognise that parents/carers are key partners in our delivery of PSHRE for pupils at the school.
- If parents/carers have concerns about any of the content to be covered we ask that these are addressed to the Head Teacher.

Provision

- After careful consideration of many different schemes of learning we have chosen to use the SCARF scheme of learning for our PSHRE provision in school as the ethos of SCARF fits closely with our own school ethos and values.
- We have devised a carefully sequenced three year rolling programme for the delivery of PSHRE which ensures that, despite our mixed-age classes, all children are able to access the curriculum on a level that is appropriate to their development and maturity while also ensuring that lessons and topics are not repeated but built upon sequentially with key themes regularly revisited.
- Our PSHRE curriculum is divided into 6 key areas of teaching:
 - Valuing differences
 - Me and my relationships
 - Rights and Responsibilities
 - Being my Best
 - Growing and Changing
 - Keeping Myself Safe
- PSHRE is delivered through a variety of teaching strategies including discussions, debates, group work and time for individual reflection.
- It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values taken from our Roots & Fruits Scheme) and other activities or school events

(residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), and School Council, which provide links with parents and members of the outside community;

- A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Equality Policy and Sex and Relationships Policy.

Teaching and Learning

- During PSHRE lessons, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHRE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school.
- As financial education is an essential life skill that is taught, every year the whole school will take part in an additional 'money matters' day. This will provide an additional opportunity for teachers to educate their pupils on essential elements of financial education including banking, debt, money, budgeting and saving alongside investing for the future.

Additional Needs

- We teach PSHRE to all our pupils, regardless of their ability or any SEN needs that they may have;
- Learning opportunities are matched to the individual needs of children with SEN
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment, Recording and Reporting

- Teachers assess the children's work by making informal judgements as they observe them during lessons which are recorded on a class tracker grid;
- Children in Faith and Courage Classes have PSHRE folders to store any worksheets that they complete. These also hold their Growing Grids which staff and pupils complete at the end of each taught unit to assess pupils level of understanding and knowledge;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- We keep records of the contribution to the life of the school and community in photograph form;
- Our Golden Worship celebrates personal achievements outside school;

Monitoring and Review

- The Senior Leadership Team will be responsible for monitoring the standards of children's work and the quality of learning and teaching;
- The Head Teacher and PSHRE Co-ordinators support colleagues in the teaching of PSHRE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.