



St Nicholas^{CE}
First School

Physical, Social, Health and Economic Education (PSHE)

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Mrs S Swan

Policy Reviewed by Subject Leader: ✓

Policy Reviewed and Approved by LAB: ✓

Next Policy Review Date: ✓

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

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Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

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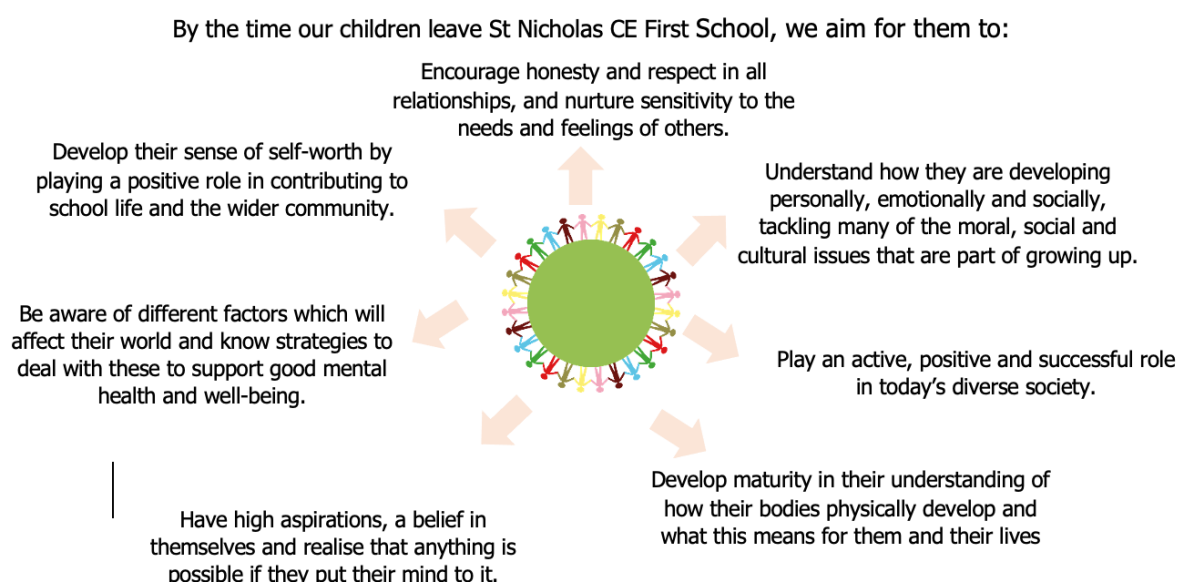
Our Aims and Aspirations for PSHE

Why is PSHE important for our learners at St Nicholas?

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, understanding their rights and responsibilities. In so doing we help develop their sense of self-worth. Learners experience the process of democracy in school through the School Council meetings, class discussion time and through Worship time, helping to build their understanding of how society is organised and governed. They learn to appreciate what it means to be a positive member of a diverse multicultural society and how to form positive relationships with others.

What are our aims and aspirations for the St Nicholas Citizen?

By the time our children leave St Nicholas CE First School, we aim for them to:



Curriculum Design in PSHE

You can view our separate 'Subject Overview' for PSHE, which will provide a comprehensive and detailed outline of what our children learn, how they learn it, and our expectations for progress and achievement.

Structure

Direct teaching of PSHE takes place on a weekly basis for at least forty minutes per session. The PSHE curriculum has been developed using the Entrust Scheme of work which is then supplemented with other resources for specific lessons covering other aspects of the PSHE curriculum including managing money which we consider to be valuable for the pupils in our

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school. As part of our PSHE lessons, we include the statutory RSE curriculum content. (Refer also to RSE policy for further information).

The PSHE education programme has been developed using identified children's needs and national and local guidance, including the National Curriculum statutory guidance for Relationships Education for Primary Schools <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>. Throughout each unit of work, clear learning outcomes describe the skills, knowledge and attitudes children will develop.

We follow a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills. This ensures learners build on prior learning in all of the key areas.

Additional teaching of PSHE occurs through a wide range of subjects, for example Geography, where children are taught about the local environment and environmental issues, PE where children learn about the importance of exercise and healthy living and within Mathematics where children are taught about money.

PSHE issues are also approached through a series of whole school and class workshops that are planned and delivered throughout the year. These planned workshops also promote SMSC (Spiritual, moral, social and cultural development).

WHOLE SCHOOL OVERVIEW



PSHE Whole-School Overview

	Autumn		Spring		Summer	
	Me and My School	Happy and Healthy Me	Me and My Safety	Me and My Relationships	Me and Other People	Me in the World
Year 1	Class rules School Council - Making choices - Compromise - Skills of a representative - Own skills in relation to School Council - Class meetings	My body - Parts of the body - Changing needs - Influences on health and wellbeing - Likes and dislikes - Consequences of choices - Emotional health	- Medicines - Identifying risks and ways to stop accidents happening - People who help us - Road safety – keeping safe near the road and in the car - Sun safety	- Valuing themselves - Family – different types - Friendship skills - Good and bad friendships - Making choices	- My identity - Groups belong to - Bullying	Pets and animals - Likes and dislikes - Right and wrong - Needs of animals - Fair and unfair - Human needs
Year 2	Class rules - Why <u>have</u> rules School Council - How it works - Role of a representative - Class council meeting Feelings - Name feelings - Dealing with feelings including negative ones	- Body parts - Personal hygiene - Spread of germs and diseases - Balanced diet - Healthy lunchbox	Safe and unsafe:- - Things e.g. medicines and household substances - Places e.g. roads - Calling emergency services - People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises - Sun safety	- Working together - Behaviour and impact on others - Resolving conflict - Teasing and bullying - Changing relationships	- Similarities and differences between boys and girls - Different types of families - Race and religion	Local area - Positive and negatives of the local area - Discussion - Role in improving area Money - Sources of money - Uses of money - Keeping money safe - Making choices - Fundraising event

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PSHE Whole-School Overview

	Autumn		Spring		Summer	
	Me and My School	Happy and Healthy Me	Me and My Safety	Me and My Relationships	Me and Other People	Me in the World
Year 3	- Class rules - New challenges - Valuing themselves - School Council	- Differences between boys and girls (physical, emotional and social) - Balanced diet - Impact of healthy diet - Making choices - Personal hygiene	- What is risk - Road Safety - Medicines - Pressure - Safe and unsafe touches	- Families - What makes a good friend - Falling out - Physical contact – acceptable and not acceptable	- My identity - My community – school and local - Similarities and differences in community	- Managing money - Good value - Resource allocation
Year 4	- Class rules - Role of School Council rep - Jobs on the School Council - Class council - Local Council	- What keeps me healthy? - What can make me ill – bacteria and viruses - Allergies - Drugs – medicines and Tobacco - Good and bad habits - Introduction to puberty – what do children think they'll look like when they're older?	- Safety in school - Responsibilities for my safety and the safety of others - E safety	- Feelings of other people - Developing relationships - Different types of relationships - Puberty - Safe and unsafe touches - Loss and change - Violence in relationships	- Similarities and differences - Communities including Britain - Respect and tolerance	- Rights and responsibilities - Rights of the Child - Jobs and duties - Managing Money

Curriculum Provision in PSHE

Effective Teaching and Learning

As PSHE education works within the real life experiences of children 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
- Using clear language that avoids misunderstandings, prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children sensitively
- Building on children's knowledge and experiences
- Ensuring that learning is vivid and real, 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's achievement and behaviour
- Providing differentiated learning opportunities for children with special educational needs
- Using a variety of groupings where appropriate.

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 a worship, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils can participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the

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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.

Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Scaffold and Support in PSHE	Stretch and Challenge in PSHE
• Present information through non-text based formats e.g. illustrations, diagrams, tables, oracy, drama and role play. • Access to ICT to support – e.g. documents that require reading to be used within software that will read the text out loud. • Provide definitions of new and key vocabulary, including pictorial where required. • Information broken down into smaller steps. • Careful consideration given to groupings to enable children to work with a supportive peer in activities such as role play. • Re-visit, re-enforce, consolidate and generalise previous learning, as well as introducing new concepts, knowledge and skills. • Focus on one aspect or a limited number of aspects within each unit. • Re-visit content through cross-curricular learning and/or through other activities in school. • Consideration will be given to where children's developmental age may be lower than their chronological age.	• Encouraging children to justify, argue and evaluate their thoughts in response to big questions • Synthesising information from a range of sources • Assessing the reliability of information - What is included? Excluded? Who was it produced for or by? • Open ended questions • Use more complex terminology to explain more abstract ideas • Ask pupils to consider different viewpoints – e.g. arguing the opposite view to their own in a class debate.

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Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

Giving Feedback to Learners

Feedback for Learners

The assessment of pupils' development in PSHE is important. It provides information which indicates pupils' progress and achievement. Staff will be continually assessing progress in this subject, both in discrete PSHE lessons and in their day-to-day interactions with learners. Feedback is given to learners in a number of ways, including verbal, self, teacher and peer. Feedback should aim to recognise strengths and support children's sense of self-worth. Where learners are having difficulty with a particular outcome, clear, concise feedback should be given to help them to move closer to achieving their goal.

The Role of Assessment

Formal recording of PSHE is not always appropriate. Pupils should be encouraged to respond in a variety of ways. They can record their work in written or pictorial form, take part in verbal interactions and respond through performances or school activities, which show community awareness. Staff use a variety of methods to collect evidence from PSHE sessions, including observations of role play activities, written work and oral contributions. Recording is also made through Religious Education assessment especially in the issues and life stance sections and through half termly knowledge checks for each unit of work.

Some aspects of PSHE are also dealt with during school worship time and award ceremonies, which are Head Teacher and school staff led during whole school worship. This offers opportunities to promote and celebrate children's achievement, both within and out of school. Pupils' attainment in PSHE is noted in the school's annual report to parents. At the end of each unit, teachers will record judgements on Insight, informed by all of the assessment methods listed above.

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Enrichment and Engagement

PSHE activities and School Events Visits, visitors and special days or weeks in the school calendar provide opportunities for children to plan and work together, to develop and maintain relationships under different circumstances, to ask and respond to questions that help them reflect on their experiences. PSHE is also promoted through a range of focused days and the development of the School Council. The school involves pupils in democratic decision making through regular school council meetings from Year 1 to Year 4. Views of the children are sought through regular Pupil Questionnaires for Reception to Year 4. Issues arising or suggestions are acted upon by the Class Teacher and SLT where appropriate.

Some examples of such activities are:

- Visits from School Nurse, Theatre Groups, Local Vicar
- Fundraising activities for charity.
- Visits to the local church
- Whole school projects, especially Art and Multi-cultural/Religious Education.
- Events to promote links with local Middle School
- Environmental issues — walk to school, litter collection etc.
- Visits to localities away from the immediate local area.
- Events to promote links with cluster group First Schools, i.e. Football Tournaments, Music Festival and Arts Week.
- Key Stage 2 jobs and responsibilities i.e. Worship monitors, Reception Buddies, etc.
- Year 4 residential visit.

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Curriculum Evaluation in PSHE

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make rigorous evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in PSHE.

How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we can do to make their experiences even more meaningful.	Subject Leader Children
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	Subject Leader Colleagues
We visit lessons to see strategies, opportunities and experiences used for learning.	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons have an impact on maximising children's progress and meeting their needs.	Subject Leader Children Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	Subject Leader Colleagues
We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	Subject Leader Colleagues

Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality

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curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our PSHE curriculum as follows:

Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
• Rigorously review the policy and expectations for PSHE to ensure it meets the school's curriculum principles, drivers and rationale. • Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). • Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning. • Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	• Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in PSHE, including working in collaboration with members of the LAB. • Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. • Identify and plan to address key priorities for development that will move the curriculum forward, including potential financial, time and resourcing commitments required. • Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key priorities, including subject knowledge. • Support staff across the school to deliver a balanced, progressive, high-quality and consistent PSHE curriculum, that supports and challenges children.	• Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. • Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. • Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. • Communicate progress and achievement with parents/carers. • Ensure that lessons are well-resourced to support pupils' learning. • Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of diversity and intercultural understanding. • Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.

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If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our PSHE curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Mrs S Swan

Telephone (School Office): 01902 842998

Subject Leader E-Mail Address: Office@st-nicholas.staffs.sch.uk (FAO: PSHE Subject Leader)

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