



St. Anne (Stanley) C of E School

PSHE Policy

A Baseline for Achieving Excellence in PSHE

June 2025



St. Anne (Stanley) C of E School

PSHE POLICY

1.)Intent

Curriculum Vision:

St Anne (Stanley) is a school where we believe that PSHE provides children with the crucial foundations that they need to flourish in life. It provides the necessary life skills to enable children to become functional, sympathetic, well rounded citizens who will contribute positively to the wider world.

The implementation of this policy is the responsibility of all teaching staff.

Aims of Subject:

The aims of PSHE at St. Anne (Stanley) are:

- We want our pupils to play a positive role in contributing to the life of the school and the wider community.
- PSHE promotes the Spiritual, moral, cultural, mental and physical development of pupils at our school and in society.
- PSHE enables our children to become healthy, independent and responsible members of society.
- To help pupils to know and understand what constitutes a healthy lifestyle.
- To help pupils develop good relationships and to respect the differences between people. (Linking to British Values)
- To help pupils learn how to keep themselves and others safe.
- To improve pupils' confidence and self-esteem, allowing them to make informed choices and play an active role in society.
- To help pupils develop the knowledge, skills and understanding to develop financial capabilities which will help them lead independent and fulfilling lives.
- To increase pupils' emotional Literacy and enable them to deal with stress and pressures of life.

- Give pupils the knowledge and skills and attitudes to avoid risk-taking behaviour and minimise harm to themselves and others.

School values:

Our school values are: Honesty, Friendship, Understanding, Hope, Confidence and Family. These values underpin our ethos and are embedded across the curriculum. In PSHE these values are fostered explicitly and form the foundation of a PSHE curriculum that enables pupils to flourish in life.

Honesty: Helping pupils to be honest with themselves and others and to appreciate the importance of honesty and integrity in their lives.

Friendship: Helping pupils to understand what healthy relationships are and the importance of friendship in their daily lives and in the world around them.

Understanding: Helping pupils to understand and deal with their own range of emotions and feelings. To understand the difference between right and wrong and why rules are needed.

Hope: Helping children to see how hope can build resilience and enable them to meet their challenges.

Confidence: Helping children to build up their confidence so they are always willing to try and persevere on tasks when they need to. To give children the confidence to ask for help or stand up for what they believe in.

Family: Helping children to identify and respect the many diversities of families in our local community and in the wider world.

Cultural capital:

Children understand that their cultural origins are valued and respected. At St. Anne we implement an equal opportunities programme where all backgrounds and lifestyles are celebrated and understood. Inclusion is paramount in everything we do.

Planning and sequencing:

We use a combination of My Happy Minds PSHE Planning as the main body for our teaching (Nursery through to Year 6.) It is an **NHS-backed curriculum** in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children. across the UK.

We also use the Christopher Winter Project for Drug/Alcohol and Sex and Relationship Education enhances our curriculum.

P4C and British Values are incorporated in all subjects and not just PSHE.

Through the key stages there is progression and development so that skills are embedded and built upon over key stages.

Knowledge and understanding of the world is taught in our Early years and this gives a basic understanding of PSHE ready to lead into year 1.

Curriculum map:

The PSHE Curriculum Map details how skills are developed and teaching is sequenced throughout each KEY STAGE. Every teacher has access to this within their PSHE file. Parents are able to view and download a copy through the school website.

Early Years Foundation Stage

PSHE in the Early Years Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of themselves the people around them. The pupils are encouraged to talk about themselves, their families and past and how to stay healthy. They are beginning to gain knowledge and understanding of the world through:

- Keeping healthy, personal hygiene
- Friendships, getting on and falling out
- Understanding the world

Key Stages 1 and 2

In Key Stages 1 and 2, PSHE, **even though it is not statutory**, is taught discretely with links made to other subjects where appropriate to maximise children's learning. It is delivered in three termly blocks each year, with an additional whole school theme week once per year.

The PSHE Leader provides long/medium and short term planning to each class teacher. This is taken from the My Happy Minds Plus PSHE planning and the Christopher Winters Project.

Key Stage 1

The DfE recommend a PSHE education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. We take the 'learning opportunities' outlined within the three core themes of the PSHE Association Programme of Study. These themes are:

- Health and Well Being
- Relationships

- Living in the Wider World

Although the specific content of PSHE education will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils *about* the issues covered in the suggested content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these: understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it can be used and encountered in a variety of contexts including online: how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

This is a spiralling curriculum, meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills and attributes from nursery through to year 6.

Schematic links:

PSHE is embedded throughout the Curriculum and strong curricular links are Encouraged in all subjects. For example:

Cross Curricular links through Drama are used to engage the children with empathic understanding of life events. Opportunities within stories/reading in class will encourage the children to talk about PSHE related topics. Much of the science curriculum is PSHE related and teachers will use the opportunities to teach cross curricular style sessions especially when teaching RSE (Relationships and Sex Education). Computing has many links to PSHE children will learn about Internet Safety, privacy and its importance online.

A range of teaching and learning styles are implemented to engage the children and to involve them in being active participants through group discussions, interpretation of life events and how conflict can be resolved.

PSHE is a valuable tool used for children in Year 6 to help them with the transition to their secondary school.

2. IMPLEMENTATION

At St. Anne (Stanley) PSHE will be taught through the Programmes of Study as outlined in the National Curriculum in England (DfE 2014) and Early Years Foundation Stage.

High quality teaching and learning:

We will ensure high quality teaching and learning by ensuring PSHE is an integral part of our whole school curriculum, delivering high quality, up to date sessions using appropriate resources and setting tasks that are challenging and engaging. Close monitoring and assessment will ensure progression and attainment.

Opportunities to develop subject specific literacy – oracy and vocabulary:

Circle time discussions are paramount in securing subject specific vocabulary to the PSHE topic being taught. This will be enhanced with the use of year group specific displays which will include relevant vocabulary and their meanings.

Progress – knowing more and remembering more:

To ensure progress children will be given pre-learning tasks and at a later date after a topic has been taught a post learning task, this will show what the children have learned/ remembered.

Progress will be evident in children's talk, work and understanding of PSHE topics.

Assessment for learning will be used to gain an understanding of children's' knowledge and understanding.

Assessment:

A simple assessment tool that identifies children's understanding through pre and post learning tasks is used. A grid style assessment that tracks children's knowledge of topics will be completed at the end of every unit taught will be available for the subject coordinator and the next year group teacher to enable them to triangulate further planning, assessment and attainment.

Learning environment:

Links to PSHE are evident in all class displays and learning areas throughout the school. The school visions and values, website and main entrance, school hall, corridors areas all have display links to PSHE.

Reading:

Reading is promoted through all subjects at St. Anne (Stanley). Through PSHE guided reading is encouraged, due to its small group nature pupils feel comfortable asking and talking about issues that may arise in the PSHE curriculum or linked events to their own lives or the lives of others.

Inclusion:

Here at St Anne (Stanley) when teaching PSHE we ensure that we comply with the requirements as set out in the Equality Act 2010. Under these provisions we ensure that we include all pupils and stakeholders regardless of age, sex, race, disability, religion or belief, gender identity or sexual orientation. We adapt the way we teach the curriculum for pupils of all social and economic backgrounds and those with any forms of SEND. Our overall aim at St Anne (Stanley) is to ensure that EVERYONE is welcome.

During the planning and implementation of PSHE in St Anne (Stanley), we are fully aware that every child, whatever their diverse learning needs, must be given the opportunity to achieve their full potential. At St Anne (Stanley) we will respond to the needs of children whatever their ability. We will ensure that we provide learning opportunities that enable all children to make progress by setting suitable learning challenges and responding to each child's different needs through differentiation of task, resources and outcome. E.g.

- Using appropriate vocabulary at varying levels of difficulty during lessons
- Modifying resources as expected in other curriculum areas
- Differentiating levels of written or oral questions for pupils
- Careful use of support for pupils with English as an additional language

It is important for the teachers at St Anne (Stanley) to have high expectations of all children but we also ensure that able, gifted and talented children have opportunities provided that develop and apply their particular capabilities. We provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, and try different approaches. For example:

- They are encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Children are encouraged to work independently.
- Children are encouraged to communicate their understanding in a variety of ways.

- Children are provided with opportunities within PSHE to develop their skills in other areas such as (for example, opportunities to use initiative).

EAL:

At St Anne (Stanley) School we ensure that the teaching and learning of PSHE is accessible to all pupils including those with EAL. This is done through whole class teaching, small group interventions or 1-1 interventions. We provide a supportive, inclusive learning environment that includes structured lessons to engage the children; active and engaging tasks which encourage all pupils to participate; teaching and learning strategies that are oral and interactive; support from other adults in the classroom to ensure the learning opportunities are maximised; subject specific language skills are made explicit and demonstrated by the teacher and opportunities for oral rehearsal in pairs and in small groups are planned for.

PSHE is a tool used to give EAL children to get to know their peers and talk about their own cultures and beliefs. We work in partnership with EMTAS, The Salvation Army and the school PTA to ensure that children and families with EAL are supported and valued in our school.

SMSC/British Values:

In St Anne (Stanley) we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Enrichment:

Here at St Anne (Stanley) we ensure that our PSHE is full of enrichment. We work alongside agencies and organisations such as; Barandos, Diversity Role Models, BullyBusters, Rainbow Smiles, Small Steps for Peace, Altru Drama, Brook Advisory, Merseyside Police, LFC Foundation, Everton in the Community and various authors/ visitors to ensure a curriculum that is full of enhancements.

Homework:

Homework is not set specifically for PSHE every week. It is given to children where and when necessary and always relates to the topic that the children have been learning.

3. Impact: what will our children look like?

In St Anne (Stanley) PSHE is an integral part of the whole school curriculum and will give all children the opportunity to develop skills, knowledge and understanding.

Curriculum Planning

Suzie Bennett (PSHE Lead Coordinator)

Date of Review June 2025

Date of next review June 2027