



# ST. THOMAS' C.E.PRIMARY SCHOOL



## PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHE) including the statutory teaching of HEALTH and RELATIONSHIPS EDUCATION (HRE) POLICY

### MISSION STATEMENT

*St. Thomas' C of E Primary School seeks to prepare children today for a new tomorrow, nurturing their dreams, hopes and aspirations within our Christian values and principles.*

**“Teach a child to choose the right path and when he is older he will remain upon it.” Proverb 22:6**

This policy outlines our school's approach to the teaching of PSHE which includes the new statutory elements of 'Health and Relationships' Education. It was produced by the PSHE subject leader (C Metters), through consultation with pupils, teachers, the Senior Leadership Team, School Governors and parents/carers. Consultation involved the gathering of pupil voice and staff/ governing body meetings which evaluated existing provision and the key amendments needed to ensure our children receive the very best education and experiences. Parental workshops provided the opportunity to share the statutory changes to the curriculum and how this impacts our teaching and content. Within these meetings, parents were able to view the scheme of work and resources used and time was allocated for questions and queries to be discussed. This policy is available to parents/carers through the school website. If you require this policy in a different format, please contact the school office.

### Intent:

At St Thomas' the wellbeing of our pupils is paramount to everything we do. Our PSHE curriculum, including the statutory teaching of health and relationships education, underpins all aspects of school life, where our children are provided with opportunities to acquire the skills and attributes to become healthy individuals mentally, physically and emotionally. We nurture our children's hopes and aspirations and support them to develop the knowledge needed to make informed decisions both now and in their future lives. In order to achieve this, we enhance our curriculum with opportunities that enable our pupils to choose the right path and reflect upon the decisions they make.

We recognise the role we play in shaping our children's futures and strive to ensure our children grow up to flourish in this wonderfully diverse world that we live in. This is why our curriculum is tailored to their specific needs, ensuring they are well prepared to deal with the many challenges life can bring. Our approaches are fundamentally centred around understanding, acceptance, self-awareness and self-care, ambition and our Christian values of: thankfulness, trust, perseverance, justice, service, truth, generosity, compassion, courage, forgiveness, friendship and respect. These values are pertinent to the life and ethos of our school and have strong links to our PSHE curriculum.

### Aim:

Our children will be well disciplined and socially harmonious members of our society practised in the art of caring, listening, understanding and subsequently acting appropriately. Our aim is to develop the ability within each child to exercise choice responsibly and head towards an adult life as a well-adjusted, fully participant citizen.

Children need the self-awareness, confidence and self-esteem to:-

- Make the most of their own and others abilities and develop their talents.
- Make positive, well informed choices and respect the choices that others make
- Have high aspirations that they believe they can fulfil

- Persevere when faced with challenge
- Play an active role as a member of a democratic society
- Develop independence and responsibility
- Celebrate, respect and understand the differences in our society
- Have worthwhile and fulfilling relationships
- Keep themselves and others safe
- Know how to lead healthy lifestyles
- Develop self- awareness and collaboration
- Develop and understand emotional intelligence
- Understand their rights and responsibilities in all aspects of life
- Know that there are consequences linked to their choices and behaviour
- Seek out help and support when needed
- Understand that all types of families should be centred around love
- Know how to recognise when they or someone else is being bullied and know ways in which conflict can be solved
- Stand up for what is right
- Be actively engaged within their learning
- Develop the skill of reflection, recognising what the learning means to them the impact it will have upon their present and future lives.
- Understand and clarify their own values, beliefs and views.
- Develop enquiry and interpersonal skills.

## **Implementation:**

PSHE is an integral and fundamental part of our school curriculum and culture. It is therefore taught through cross curricular links wherever possible. In addition to this, a weekly 30-60 minute session is allocated to the discrete teaching of PSHE. PSHE is embedded in all aspects of school life and is reflected in the ethos of the school, the nature of relationships with and between staff, the displays in each classroom and around school. Our close links with our families and community mean that it is also reflected in the outside environment of the school. When planning and teaching PSHE, the religious backgrounds of all pupils are taken into account and highly valued to ensure that topics are appropriately handled and that faith perspectives are thoughtfully considered. All teaching will reflect the law, including the relevant requirements of the Equality Act 2010.

Class teachers use the JIGSAW PSHE/ Health and Well-being programme and implement their own methods which complement and reflect the overall aims and philosophy of the school. PSHE has a progressive curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. The individual needs of our pupils are at the forefront of all we do at St Thomas' and therefore plans are continuously adapted to ensure these are addressed and prioritised. PSHE is taught in a way that stimulates curiosity and engages pupils in a variety of activities appropriate to their age, maturity, ability and previous experience.

Each half term, a new PSHE topic/theme is introduced to all pupils through an assembly which is held in key stages. The topics which are covered include: 'Being Me in My World', 'Celebrating difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. This spiral programme enables learning to be progressively deepened where key concepts are expanded, and fundamental skills are rehearsed and developed. Whilst following this scheme of work, teachers are required to be adaptable in their approaches and must be alert and responsive to individual needs and particular issues that arise. This personalised approach is achieved through the use of additional resources (accredited by the PSHE Association), activities, lesson plans and educational visits which supplement and enhance the scheme of work.

## **SEND, Inclusion, Equality and Diversity**

In line with the Equality Act 2010, we promote the needs and interests of all pupils, regardless of gender, sexual orientation, culture, faith, race, disability or personal circumstance by teaching our children to respect and celebrate difference and recognise the importance of equality. The delivery and approach to the teaching of PSHE is adapted and differentiated wherever needed in order to meet the needs of all children, including those with special educational needs. All children will be given a voice in which to express their thoughts and feelings, share their concerns or ask questions. Teaching will always take into account ability, age, development, cultural background and those with English as an additional language to ensure that the provision is fully accessible to all of our children, providing equal opportunities. We are respectful of our pupils' unique starting points and ensure our planning and teaching reflect this in order to build on prior learning. We offer challenge to our more able pupils through questioning and expected outcomes, ensuring they are well practised in the skill of reflection. Whilst ensuring we promote and celebrate diversity through all aspects of school life, we will also use PSHE and HRE as a vehicle to address this.

### **Support for vulnerable or 'at risk' pupils**

Vulnerable or 'at risk' pupils will be specifically considered within the planning and delivery of PSHE. All teachers will take into account the needs of their individual pupils, ensuring they offer further one to one support where needed in a sensitive and confidential manner. Teachers know their pupils and families well and will use this to ensure they consider issues and topics which may be particularly sensitive to individual pupils. The approach and delivery will then be adapted to ensure their needs are met and all pupils achieve the best possible outcomes. Teachers will use behaviour records, parent conversations, discussions with link professionals and CPOMS (safeguarding records) to further inform this. Where any safeguarding or wellbeing concerns are raised through the teaching of PSHE, all staff will follow the safeguarding procedures as outlined in the safeguarding policy.

### **How will we ensure the curriculum is relevant to our children?**

The specific needs of our children will always be at the forefront of our curriculum design. The PSHE and HRE curriculum is constantly reviewed and amended to reflect any issues that arise both globally and within our community, especially those that are personal or relevant to our children and families. To further ensure that our programme is thorough and well balanced we will analyse and consider local data (including public health data) and school information such as CPOMs, attendance, behaviour records, the school health profile, Health Needs Assessment Surveys, the school's NCMP weighing and measuring data for Reception and Year 6 pupils, public health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, and career and life chances. This information will be used to personalise the opportunities that we provide. As stated by the DfE, we will consistently ensure that our content and approach to teaching is 'sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law'.

### **How PSHE is taught:**

- In the classroom in a timetabled session each week, and as part of the broader curriculum
- Through cross curricular subjects such as RE, Science, Geography, History, Computing, Maths, PE, English
- In JIGSAW/Collective Worship and whole school assemblies – class, year group and key stage
- On school visits and residentials, and visitors to school
- Through curriculum enrichment (e.g. Stay Safe Week, Children's Mental Health Week, Sports Day, raising money for school and charities, taking part in local community ventures)
- Through the school council

- Through PSED, Physical Development and Understanding the World within the Early Years curriculum

### **How PSHE is taught across the curriculum:**

PSHE is taught in all year groups through relevant topics during an allocated session each week. We make cross-curricular links to other subjects where possible:

- **Science and PE** - healthy lifestyles including eating, sleep, physical activity and hygiene, mental health and wellbeing, our bodies including naming the body parts and exploring safe touch, lifecycles, body changes
- **Geography** – caring for the locality - litter/pollution, supporting charities such as Water Aid and The British Heart Foundation, representing the class as School Councillor, road safety, current issues in the news
- **Drama, English & debate club**- using stories to consider issues related to relationships, health, wellbeing and emotions as well as discussions about topical issues
- **RE/Collective Worship**- includes many aspects related to relationships, families, diversity, self-awareness and celebrating difference
- **Computing** – staying safe online, online relationships, screen time, mental health and wellbeing
- **Art** – mindfulness, wellbeing, creativity, opportunities for children to express themselves in their own unique ways
- **School Council** – democracy, developing communication skills, cooperation, respecting the views of others, accountability and citizenship.

**PSHE & Oracy** - As part of the Oracy curriculum children are taught to express their opinions; to agree; to disagree; to challenge and to question within the safe environment of PHSE lessons. All children's contributions form age-appropriate discussions. Within the PHSE curriculum across KS1 and KS2 there are opportunities for children to learn to articulate their learning through spoken outcomes at the end of the unit.

Topic specific vocabulary which children will need to understand and use to access the curriculum is taught within the PHSE lessons.

Some examples of words that children are taught in Key Stage 1 include:

Motivation, healthy, lifestyle, family, belong, same and different.

Some examples of words that the children are taught in Key Stage 2 include:

Hope, dream, goal, achievement, culture, similarity, difference, worries, values, peer-pressure, fear, judgement and appearance.

*Visitors who are used to enhance our PSHE programme may include Parents/Carers, the School Nursing Service, the Emergency Services, health professionals and visiting theatre groups. All visitors are expected to work within the terms of this PSHE Policy and will be made aware of safeguarding procedures.*

### **Early Years Foundation Stage**

PSHE is placed at the heart of the Early Years curriculum. From the moment our children enter our school nursery, they are provided with experiences that nurture them and help them to grow into respectful, kind and thoughtful individuals. Early years is where our children form the foundations of their understanding of relationships, families, boundaries, negotiation, resilience, emotions, well-being, health and self-care. 'Personal, social and emotional development' is one of the prime areas of

learning within the Early Years curriculum and specifically aims to teach the children about 'self-Regulation' 'Managing Self' and 'Building Relationships'. 'Physical Development' is another of the prime areas of the curriculum which aims to equip the children with further independence through developing their abilities to feed themselves, get dressed and undressed, communicate and manage their needs and basic hygiene, and know ways to keep themselves healthy and safe. When planning for the specific area 'People, Culture & Communities', teachers ensure that the children are taught to respect, value and celebrate differences amongst communities and traditions, and recognise that although many families are different, they are all centred around love.

In the early years, children are taught through whole class teaching, adult led activities and most importantly through play. Within their play and exploration, children are equipped with the skills to turn take, negotiate and express themselves effectively. They are encouraged to persevere and persist when faced with challenges and develop the skills and confidence to trial new ideas until they are successful in achieving their goals. They are taught to listen to and value the views and wishes of others whilst recognising the significance of sharing their own thoughts and ideas. Although PSHE is interweaved into all elements of the early years experiences, PSHE is also taught as a discrete subject on a weekly basis, using the JIGSAW scheme of work and other age-appropriate, high quality resources which address specific needs.

### **Opportunities to promote PSHE, SMSC and British Values throughout the school**

In addition to the explicitly taught programme, there are a number of activities that implicitly promote PSHE and Citizenship. For example-

- Developing pupils' confidence and responsibility and making the most of their abilities e.g. positive rewards system, target setting, class responsibilities.
- Preparing to play an active role as citizens e.g. school council, community projects, developing class rules, charity work, debate team, oracy lessons.
- Developing a healthy, safer lifestyle e.g. walk to school week, lunch time clubs, monitoring school meals, teaching playground games.
- Developing good relationships and respecting the differences between people e.g. celebrating different cultures, whole school celebration days, RE, collective worship

### **Whole School Approaches**

There are many activities that form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Celebration assemblies, where awards are given and achievement recognised. This includes a half termly jigsaw award for each of the PSHE topics.
- Displays of work which help to promote personal pride and celebrate achievements.
- Taking part in class assemblies, concerts and school performances.
- Collective worship, though not necessarily PSHE based, often encourages children to reflect, contemplate, share and appreciate the quality of relationships. Assemblies should explore different themes and cultures, highlight wider social issues and also allow for personal reflection whilst at the same time remaining an Act of Worship.
- The management of day to day incidents, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour.
- Clubs, trips and school journeys, which foster independence and responsibility across the whole school community whilst supporting mental and physical health and well-being
- Competitions such as Lego, swimming galas and Boccia which build on team work and support the development of resilience.
- Fund raising, local issues, recycling, charity week, visits to service providers, people who help us etc, which help to provide important links with the community and develop community

involvement. Children can learn how to become helpfully involved in the life and concerns of their neighbourhood, preparing them to be active citizens.

### **School Council**

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that children must have a say in decisions that affect their lives. The School Council is a key element in the development of Citizenship within the school and allows the children an opportunity to voice their opinions, knowing that these are valued and respected. It is recognised that these views and opinions are an essential part of the continued progress and development of the school.

A school council representative is elected from each class by their peers and are required to attend each meeting. The School Council encourages **all** children to take an active role in the life of the school by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and whenever reasonable, new ideas and initiatives should be put to the School Council for their input. Whilst providing children with a voice, the school council also increases participation and teaches children about democracy and accountability.

To ensure that the pupils' ideas are listened to and are properly considered, a 'link teacher' is assigned to the school council. The link teacher ensures that the council is operating effectively and fairly. He/she also ensures staff are aware of the issues currently being debated by the Council and can put forward ideas or concerns raised by staff.

To ensure the School Council runs efficiently all staff should:

- Allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible.
- Allow time for all children to put forward their ideas and views
- Allow class representatives to attend all meetings.

### **Classroom Environment**

In all classrooms, the celebration of PSHE should be clearly evident. Each classroom must have a PSHE display which outlines the learning charter (class agreement), current topic and subject specific vocabulary. Teachers are advised to display images alongside the vocabulary in order to particularly support our SEND and EAL learners. Displays should also be used in order to celebrate the children's work. The 'worries and wishes' boxes and 'Ask-it-Baskets' should be easily accessible within this area of the classroom.

### **Who is responsible for the teaching of PSHE:**

PSHE including 'health and relationships education' is taught by teachers and supported by teaching assistants and all other staff. Teachers responsible for the delivery of PSHE will receive high quality training through specific CPD opportunities. Where external contributors are used to supplement and enrich pupils' learning, a member of teaching staff will always be present and will be expected to take an active role in the session.

### **Health & Relationships Education**

Health and Relationships education is embedded within the PSHE curriculum and is a statutory requirement from the Department for Education as of September 2020. Through the teaching of Health

and relationships Education, we aim for our pupils to make safe and informed decisions both now and in their future lives. The statutory elements of Health & Relationships Education are mapped against the JIGSAW scheme of work in order to ensure adequate coverage and progression.

Subject content:

#### Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
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#### Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Whilst using the JIGSAW scheme of work to teach Health and Relationships Education, local health data, data from the school health profile, and behaviour and wellbeing records are also used in order to further inform our programme; ensuring it is well suited to the particular needs of our children. As Health and relationships education is an integral part of our whole school PSHE education provision, it will be taught by class teachers who have received specific CPD in this field and will be overseen by the senior leadership team and governors.

As with all aspects of school life, we ensure that the teaching of Health and Relationships education is fully inclusive and meets the needs of all pupils, including those with special educational needs and disabilities. Where necessary, teaching and learning is adapted and differentiated in order to address this.

The intended outcomes of our programme are that pupils will:

- Know how to access appropriate support safely both in school and in the wider world for themselves and others when needed.
- Know and understand what a relationship is, what friendship is, what family means and who can support them.
- Understand that they have a right to behave appropriately and respectfully online and know how to keep themselves safe.
- Understand they have a responsibility regarding permission seeking and giving and the concept of personal privacy.
- Develop the skills of consideration, respect, honesty, courage, integrity and truthfulness.
- Develop the attributes of perseverance, generosity, humility, self-respect and self-worth.
- Know the difference between appropriate and inappropriate or unsafe physical and other contact.
- Have a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also assist them in recognising unhealthy or less positive relationships if or when they encounter them.
- Recognise that families of many different forms can provide a nurturing, loving environment for children.

- Understand ways to positively influence their own and others' emotional and mental well-being.
- Know that they have a right over their own body and understand how to seek support when needed.
- Make good decisions about their own health and wellbeing (both mentally and physically).
- Understand the benefits of daily exercise, good nutrition and sufficient sleep.
- Know and understand the normal range of emotions that everyone experiences.
- Be aware of simple self-care techniques, personal hygiene, basic first aid and the prevention of health and well-being problems.
- Understand that hobbies, interests, socialising with others and participation in their own communities can promote good health and well-being.
- Gain an understanding of the benefits and risks associated with the 'online world' and recognise the importance of rationing time spent online.

An overview of the learning of 'Health and Relationships Education' can be found on the school website.

### **Sex Education/ Right to be excused**

Sex education beyond that of which is covered within the science curriculum is NOT taught at St Thomas'. At Key stages 1 and 2, the national curriculum for science includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. It also requires children to be taught about the reproduction of mammals, which we have opted only to teach within our science curriculum, not within PSHE as we believe this is most appropriate for our children. Current regulations and guidance from the Department for Education (DfE) state that parents do not have the right to withdraw their child from the teaching of 'Health and Relationships Education' or the Science curriculum. We are, of course happy to further discuss the curriculum and its content with parents and invite you to contact our school office regarding this. Parents will be notified when pupils are taught about 'the changing adolescent body'.

Health and relationships education is monitored and evaluated by the PSHE lead, in consultation with the senior leadership team and governors. See section on 'Monitoring'.

### **Confidentiality and Safeguarding**

Keeping children safe is at the heart of this subject and all that we do at St Thomas'. Group agreements will be agreed between the teacher and pupils at the start of each academic year. This will be known as the 'learning charter'. At the beginning of all PSHE lessons, pupils are reminded of the 'group agreement' which aims to create a safe, supportive and trusting learning environment where pupils know to respect one another and their views. Although our children's confidentiality is respected at all times, where a child discloses information of concern or indicates that they are vulnerable or 'at risk', further action will be taken. This will involve information sharing with the school's designated safeguarding lead (in their absence, this will be the deputy safeguarding lead) and other agencies will be informed where appropriate. Children are specifically taught about how to raise a concern about themselves or a peer and are made aware of how this will be handled. If a child indicates that they may be vulnerable and at risk, the school's safeguarding policy will be adhered to. Please refer to the safeguarding policy.

### **Responding to Pupils' Questions**

At St Thomas', we encourage our pupils to become inquisitive learners and greatly value their questions. We understand the importance of ensuring questions are addressed as soon as possible within a safe learning environment to avoid our pupils from searching for answers using unreliable

sources. However, we recognise the importance of consideration towards prior learning and readiness when answering these. Where necessary, when sensitive questions are asked, pupils will be advised to write their question down and place it in an 'Ask-it- basket'. If the teacher or visitor is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher "will get it answered for you as soon as possible". Where necessary, pupils will be supported by an adult to write the question, with the pupil still placing it in the basket. Where necessary, staff will consult with SLT regarding how to answer the question. The decision may be:

- There needs to be a safeguarding response.
- Contact home to share the question with parents and carers to ask if they would like to answer it, or school staff to answer it or to answer it together in partnership.
- The question falls within the school's agreed framework of what will be answered in class and can be followed up in the next lesson.
- If necessary, parents will be informed of the question their child has asked so that they are able to continue to support their child at home.

Pupils will also be encouraged to use the Ask-it-Basket if they do not feel comfortable with raising questions in an open setting.

If a safeguarding issue is raised by an anonymous question, we will reinforce as whole class, the ways in which pupils can seek help or advice if they feel unsafe or worried and they will be reminded that disclosures will be kept as confidential as possible (others will only be informed on a 'need to know' basis, in line with the safeguarding procedures). Children will be reminded of the role of the school in helping to keep them safe. Safeguarding issues or disclosures will be addressed by following the school safeguarding policy.

### **'Worries and Wishes' boxes**

'Worries and Wishes' boxes are placed in all Key Stage One and Key Stage Two Classrooms (happy and sad boxes in the EYFS) and provide children with the opportunity to share any worries, troubles or concerns and any wishes and hopes they may have. This aims to encourage children to explore many ways of 'opening up' and accessing support and help they may need to deal with the many hurdles that life brings. Some children may find this especially difficult to do in a 'face to face' context. Children are advised on appropriate content when using the boxes and know to discuss safeguarding concerns verbally with a member of staff. Staff are required to look at the content of all boxes at the end of each day to ensure any safeguarding concerns that may arise are dealt with as a matter of urgency. When doing so, staff must follow the necessary safeguarding procedures, in line with the safeguarding policy. Children are encouraged to record their name when placing comments in these boxes. However, where an anonymous safeguarding disclosure is made, this will be addressed using the same procedure as stated with anonymous questions above.

### **Partnership with Parents**

As stated by the Department for Education, we recognise that 'parents have the most significant influence in enabling their children to grow and mature and to form healthy relationships'. At St Thomas', we are committed to working with parents and carers. We exercise an 'open door' policy which enables parents/ carers the opportunity to raise concerns or queries with staff at any time. We will communicate with parents/carers around any sensitive questions that have been asked through a phone call or discussion at the end of the school day where necessary. We recognise that the teaching of PSHE can raise and address sensitive issues and we will support our parents where necessary by offering 1-1 sessions with our school safeguarding lead or family support worker and through regular communication with the class teacher. We encourage parents/ carers to further discuss PSHE topics with their children at home and parents will be made aware of the current theme

through the school website and newsletters. Where appropriate, parents/ carers will be directed to external information and guidance materials from relevant organisations which can be explored with their children.

## **Impact:**

### **Leadership and Management**

It is vital that the subject leader demonstrates a high level of subject knowledge in order to support all staff in providing an engaging, meaningful and high quality PSHE curriculum.

The role of the subject leader entails:

- Monitoring standards, attainment and progress and evaluating the subject (see previous section – Monitoring and Evaluation) and communicating any amendments needed.
- Keeping up to date with the latest requirements, guidance, reviews and research
- Disseminating key information to all staff and offering support where needed
- Offering additional support for new members of staff, associate teachers and Early Career Teachers.
- Providing or organising relevant CPD opportunities
- Leading by example by modelling quality first teaching

### **Monitoring and Evaluation:**

The PSHE subject leader, in regular consultation with the senior leadership team, is responsible for the overall monitoring of PSHE. The subject leader will continuously assess and review the effectiveness of teaching and learning within PSHE through:

- Lesson observations with feedback to teachers
- Looking at samples of pupils' work
- Looking at annotated plans
- Discussions with individual children (pupil voice)
- Evaluating visits/ enrichment activities

The specific needs of our pupils will be continuously revised through liaison with the safeguarding lead and class teachers and analysis of the school health profile. This will then further inform planning and the additional enrichment opportunities which are provided for the children. Pupil voice will be used to review and tailor our PSHE programme to match their specific needs and views where possible.

### **Recording**

Learning will be recorded in a variety of ways. This will include:

- PSHE exercise books
- Floor books
- Personal journals
- Photographs
- Video clips

Staff will be expected to ensure that each PSHE lesson is evidenced using one or more of the above methods.

Personal journals will be used for self-reflection and will not be marked by teachers. Children will be advised of how to use these appropriately; ensuring that safeguarding concerns or sensitive information is shared verbally with a member of staff and NOT recorded in the journal. Teachers must ensure that they read/ check personal journals on a weekly basis and after each use to ensure that any concerns are dealt with efficiently and effectively, and where needed, in line with the safeguarding policy and procedures.

### **Assessment**

As with all subjects at St Thomas', there remain high expectations and standards regarding pupils' work in PSHE. Where possible, a pre-assessment/ baseline task will be set at the beginning of PSHE lessons in order to determine pupils' prior knowledge. This will assist teachers in making effective judgment about personal development and progression within learning. 'Assessment for Learning' strategies will be used throughout the series of lessons, including structured questioning, mini plenaries and written and verbal feedback. A post task will then be used at the end of the lesson or series of lessons in order to evidence progress and inform future planning and learning. This will also assist in identifying pupils who require additional support or intervention. The post task may involve repeating the baseline task (for example adding to a mind map using a different coloured pencil). A variety of methods will be used in order to capture progress which include self-reflection and evaluation. Pupils will be given regular feedback in relation to their progress and areas of development and exercise books will be marked in line with school policy.

At the end of each unit, teachers will assess each child against the progression of skills to identify whether they are 'working towards', 'expected' or achieving 'greater depth'. This data will be used to track the children, identify any trends and address areas of concerns. It will also be used to inform future planning and delivery.

### **Who will be responsible for implementing this policy?**

The following people will be responsible for implementing this policy:

Key PSHE Governor – N Heale  
Head teacher – C Morris  
PSHE Lead – C Metters  
Class teachers  
Support staff including lunchtime supervisors  
Parents/ Carers

Documents that inform this policy include:

- Education Act (2011)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2020)
- Children and Social Work Act (2017)
- The United Nations Convention on the Rights of the Child (1989)
- DfE statutory Guidance on Health and Relationships Education (2019)
- PSHE Association Programme of Study/ A Guide to Assessment in Primary PSHE Education

Please also see the following school policies:

- Safeguarding
- Online safety
- Confidentiality
- Behaviour and anti-bullying
- Bereavement
- Equal opportunities
- SEND policy

This policy will be reviewed by the governing body on an annual basis.

July 2020 – Charlotte Metters (PSHE subject leader)

To be reviewed in July 2021

\*\*\* Signed on hard copy

Subject Leader: C Metters

Head teacher: C Morris

Nominated Governor: N Heale