



Policy for Personal, Social, Health and Emotional Education (PSHE)

June 2017

At Christ the Sower Ecumenical Primary School, we believe that **personal, social, health and emotional education** (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, empathetic, active and responsible citizens.

PSHE also flows through all other curriculum areas. Everything we do and say that affirms our children towards being flourishing, confident, interdependent and wise children is part of their PSHE curriculum.

Children will learn through collective worship in class and together as a school; they will learn through circle times and through restorative practice; and they will learn through gaining a spiritual appreciation of a good world in which they must learn to live wisely. What children eat and how they build relationships, their growing political and social convictions, their exercise routines and how they come to school, their interaction with faith, with their families and their interest in the world they live in – all of these are part of the spoken and unspoken learning in the subject.

Only a tiny, focused part of PSHE is actually taught in class. The majority of their learning comes from the training in life that all adults have a responsibility to foster so that our children can achieve “beyond their wildest dreams.”

Martin Luther King’s view that “*the arc of the moral universe is long, but it bends toward justice*” underpins everything we try and do at Christ the Sower in our work on personal, social, health and emotional education.

Aims

Through our PSHE curriculum, we aim that our pupils will:

- grow spiritually, morally, socially and culturally;
- develop self-confidence, self-responsibility and self-awareness;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be interdependent, responsible and active members of the school and the local community;
- learn to make informed choices;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good and trusting relationships;
- understand and manage their emotions;
- understand and manage their own money and grow in a wise approach to saving, giving and spending money;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

PSHE and RE: PSHE has very different aims from Religious Education, but with RE as a core subject at Christ the Sower, there will be areas of overlap. However, it is important that teachers recognise and teach the distinctions so that both subjects are honoured as subjects.

PSHE and children’s mental health: Mental health of children is a growing concern for all in schools and nationally, there is a movement for mental health to be taught to all children. As a school, we take this seriously and through this policy, will encourage teachers to grow in their skilful handling of the factors which build good mental health, and which minimise stress, for our children.

Goals for learners: the 2013 OFSTED “outstanding” descriptors for PSHE learning

Whilst we do not want slavishly to think of the following outcomes as necessarily everything we want for our children, they point the way to the sort of goals that our teaching should be aiming towards in PSHE.

- *Children demonstrate exceptional independence; they think critically, articulate their learning and their views with great confidence and work constructively with others.*
- *They consistently evaluate, discern and challenge their own and others’ views using appropriate evidence from a range of sources.*
- *Children show outstanding understanding of, and commitment to, their own and others’ health and well-being.*
- *Children, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation*
- *They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.*
- *Children have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders.*
- *Children have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.*
- *All children understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.*
- *Children make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability; they understand well the links with work on personal finance in National Curriculum citizenship lessons.*

Teaching and Learning

PSHE at Christ the Sower will primarily follow the principles of relational teaching embedded in Restorative Practice and found in our Restorative Relationships Policy (2015).

However, we also use, where needed, resources from other sources, such as:

- the SEAL (Social and Emotional Aspects of Learning) Guidance and resources and others published by the PSHE Association.
- Specialist resources will also be used, such as
 - Living and Growing videos (Channel 4), to support Relationships and Sex Education
 - Christopher Winter Project (CWP) Resources (to support RSE and Drug/Alcohol Education),
 - STAR (for drugs education),
 - Health for Life resources/activities (to support promoting healthy lifestyles).

Other supporting materials will be made available to staff, as and when is appropriate.

Restorative Practice and PSHE: The community-building focus of restorative practice community circles is the chief tool we use in PSHE teaching, and must be carried out at the start and end of every school day in every class at Christ the Sower. Not to do it deprives children of the key sense of belonging they need to learn other aspects of the curriculum well.

The articulation of learning from each relational breakdown or disagreement is a key focus of restorative practice. It means that every disagreement, breaking of friendships, offence against a person, misconduct – whatever the circumstance, leads to three outcomes:

- The opportunity to learn to separate the person from the action they have done
- The opportunity to articulate how the offended or hurt person is feeling (leading to growing emotional intelligence)
- The opportunity to discuss the learning that comes from the situation.

Community circles will be used to encourage:

- the identity and personhood of each child
- the participation of individual children as part of a large group;
- respect for every child’s and adult’s views;
- the development of speaking and listening skills
- the sharing of a child’s ideas with a whole group

In addition, we will try and provide the following wherever possible:

- Opportunities for children to respond to and discuss significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher.
- Participation in forums such as the School Council where pupils can contribute to and discuss their ideas and viewpoints concerning whole school issues.
- Visitors to school and class, who can share knowledge and experience with children to extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.

Goals for teachers: the 2013 “outstanding” descriptors for PSHE teaching

Because of PSHE’s ambiguous status in the 2014 National Curriculum, and the disbandment by the DfE of the Every Child Matters program in 2010-11, many teachers are tempted to regard PSHE as a subject where their teaching skills do not count for as much as in core subjects. However, the sensitivity of the situations dealt with mean that teachers have to teach PSHE with utter commitment to their craft, if children are to progress. The following standards are those that all teachers at Christ the Sower aspire to in teaching of this subject:

- *Teachers demonstrate very high levels of confidence and expertise in their specialist knowledge and in their understanding of effective learning in PSHE education*
- *Teachers understand how to apply clear and appropriate learning objectives that are matched by well-considered, appropriate activities.*
- *Children’s interest and active participation are secured through teachers using a wide range of imaginative resources and strategies. This leads to rapid and sustained progress.*

- *The needs of all children, including the most able, are met through highly effective and responsive teaching.*
- *Teachers are confident and skilled in discussing sensitive and/or controversial issues. Effective discussion is a very strong feature; children are encouraged to investigate, express opinions and listen to others. Consequently they develop excellent critical skills, can evaluate information well and make informed judgments.*
- *Teachers are able to develop children’s resilience and ability to resist peer pressure very effectively; they help develop children’s confidence well and strengthen their attitudes to learning across the school curriculum.*
- *Teachers communicate very high expectations, enthusiasm and passion for PSHE education. They know how well their children are achieving, build on their previous knowledge and provide effective feedback to help them to improve further.*
- *Teachers ensure that children have their attainment and progress recognised across all aspects of knowledge and skills development in PSHE education.*

Assessing progress in PSHE: why this is a key resource

We do not report on assessment grades in PSHE, but assessing a child’s progress in PSHE is important if a teacher is to build on what a child can already do, knows or understands. Otherwise, teaching is ineffective from the start. A useful place to start is to use the materials from the Hertfordshire Grid for Learning. These allow a sense of progression to be built up in children from age 5 to age 11. (Appendix 1).

These may be used in two ways:

- a. **To ensure that teachers have the necessary grasp of children’s pre-existing understanding before teaching a PSHE unit (PRINCIPAL use)**
- b. To assess children’s attainment at the end of years and thus to provide some useful language to be used when reporting to parents (secondary use)

Appendix 1. PSHE Progression Grids (from Hertfordshire Grid for Learning, 2009)

PSHE Assessment and Progression (Early and Middle Learning Phases)		
Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Identify and name some feelings, and may need some support to express and manage these and to express some of their positive qualities	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities
Share their likes and dislikes, and with support, set themselves simple, short term goals	Share their views and opinions and set themselves simple goals	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term
List and describe some things that keep them healthy, and with support make simple choices about aspects of their health	Make simple choices about some aspects of their health and well being and know what keeps them healthy	Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy
Know the basic ways of keeping clean, name the main parts of the body and show a basic understanding of how people grow from young to old	Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this
Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations	Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations
Begin to understand what bullying is and to recognise that it is wrong, and list some ways to get help if it is happening	Recognise that bullying is wrong and list some ways to get help in dealing with it	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims
Have some understanding of the effect of their behaviour on other people, with adult support, and cooperate in some less demanding situations	Recognise the effect of their behaviour on other people, and cooperate with others	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another
Take turns to speak with one other person or a small group, and answer simple questions relating to topical issues	Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates
With support, recognise simple choices they can make, and usually recognise the difference between right and wrong	Recognise choices they can make and recognise the difference between right and wrong	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders	Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour
Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.	Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them
To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support	Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school
Explain in simple terms where money comes from and some different ways in which it can be used	Realise that money comes from different sources and can be used for different purposes	Realise and be able to describe that money comes from different sources and different uses of it

PSHE Assessment and Progression (Middle and Upper Learning Phases)

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges
Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	Express their views confidently, and listen to and show respect for the views of others	Express their views confidently, and show how their views can develop in the light of listening to others
Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way	Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way
Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money	Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money	Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money
Express simple ideas, with support, about how to develop healthy lifestyles	Make choices about how to develop healthy lifestyles	Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles
Identify, with support, some factors that affect how people think and feel	Identify some factors that affect emotional health and well being	Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them
Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being
With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations	List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations	List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations
Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and show ways to maintain good relationships	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships
Understand, with support, the nature and consequences of bullying, and ways of responding to it	Describe the nature and consequences of bullying, and express ways of responding to it	Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so
Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
With support, research, discuss and debate topical issues, problems and events	Research, discuss and debate topical issues, problems and events	Take a lead role in researching, discussing and debating topical issues, problems and events
Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules

Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices
Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand what democracy is, and about the basic institutions that support it locally and nationally	Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society	Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society
Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment
Explore, with support, how the media present information	Explore how the media present information	Explore and comment on how the media present information