



ST JAMES HATCHAM
CHURCH OF ENGLAND PRIMARY SCHOOL

Raising learners in excellence and godly character

Personal, Social, Health & Economic (PSHE) Policy

Mission Statement

At St James Hatcham CE School we are committed to creating a happy, caring and enriching learning environment, underpinned by Christian values, most notably – joy, peace, hope and love. We celebrate children’s achievement and spiritual development; encouraging acts of kindness and consideration, mutual respect and forgiveness. We aim to cultivate curious, independent thinking in response to the wonders of existence so as to provide a sound foundation for each and every child to realise their potential and enjoy fullness of life, both here at school and in their futures.

Introduction

We recognise that PSHE education is essential for the development of every child and have made it an integral part of the curriculum and it is taught on many occasions, in a cross-curricular way as part of Science, RE, History, Geography, PE, English and Lifesavers Financial Education. It also forms part of our regular circle time sessions and can be cross referenced with our Relationships & Behaviour approach e.g. answering children’s worries and concerns that arise from notes in the Worry Box (KS2) or Worry Monster (KS1).

Our Global Curriculum with the link to connecting with classrooms across the world and the relation with the UNICEF Rights Respecting goals, also gives children the opportunity to understand the rights and responsibilities that they have. This we believe, will further aid our children in developing their ‘godly character’ and embed, ‘mutual respect’ and ‘...provide a sound foundation for each and every child to realise their potential and enjoy fullness of life, at school and in their futures’ (*School motto and mission statement*).

Aims and key principles

Our Christian values underpin our ethos; “...to provide a sound foundation for each and every child to realise their potential and enjoy fullness of life, both here at school and in their futures”. (School Mission Statement). This is underpinned by two key Biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)
I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity and respect and be taught to value each other as all people are made in the image of God and loved equally by God. In practice this means:

- children and adults listen to one another
- emotional wellbeing is paramount
- we recognise we are one family who value differences of race, culture, language and religion, abilities and way of life
- there is respect and pride for self and others

Wherever possible we make close links between our values, RE, Global Citizenship and PSHE curriculum. We also follow the values-based financial education programme, Lifesavers. These explore four core values of **generosity**, **wisdom**, **thankfulness** and **justice**:

Generosity is the desire to share what we have with others – our time and talents, as well as our money and possessions.

Wisdom is a proper understanding of the consequences of our thoughts, words and actions, and an awareness of the true value of things.

Thankfulness is an attitude of heart, acknowledging and enjoying all the good things that we have been given.

Justice is ensuring that all people, especially the poor and oppressed, receive what is fair and right – life, freedom, dignity and a decent standard of living for the society in which they live.

Our school is committed to serving its community recognising and celebrating the diversity we share in faith and culture and the ever-changing nature of the United Kingdom. We therefore embrace British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

In essence, the children at St James will learn to be advocates of social justice knowing that we are all humankind so that they will go on to form fulfilling, nurturing relationships in their own lives.

Pupil Learning outcomes

- Valuing themselves and others
- Become healthy and fulfilled individuals
- Form healthy, positive relationships
- Work with others
- Be active citizens within the local community
- Be articulate advocates, communicating effectively and with confidence
- Be global citizens aware of world issues and their impact on themselves and others
- Manage their finances wisely
- Develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- Understand their rights and their responsibilities
- Be able to clarify or challenge their own and others' values, attitudes and beliefs

Curriculum content

PSHE including Relationships and Sex Education is taught weekly through a planned programme of work that follows the PSHE Association Education Programme of Study. This framework is not definitive and the school will adapt it as appropriate. It will be supplemented by the Lifesavers Programme (Economic learning) the PiXL PSHE resources and the Christopher Winters Programme (Sex Education).

Overarching concepts developed through the PSHE programme of study are:

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 is 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)

There are three core themes which sometimes overlap:

1. Health and well-being

2. Relationships

3. Living in the wider world (economic well-being and being a responsible citizen)

Health & Well-being	Relationships	Living in the wider world
<ul style="list-style-type: none">• What is meant by a healthy lifestyle• How to manage physical, mental and emotional health and well being• How to manage risks to physical and emotional health and well-being• Ways of keeping physically and emotionally safe• About managing change, including puberty, transition and loss• How to make informed choices about health and wellbeing and to recognise sources of help with tis• How to respond in an emergency• To identify different influences on health and wellbeing	<ul style="list-style-type: none">• How to develop and maintain a variety of health relationships• How to recognise and manage emotions within relationships• How to recognise risky or negative relationships including forms of bullying and abuse• How to respond to risky and negative relationships and ask for help• How to respect equality and diversity in relationships	<ul style="list-style-type: none">• Respect for self and others and the importance of responsible behaviours and actions• Rights and responsibilities as members of families, other groups and as citizens• Different groups and communities• Respecting diversity and equality and how to be a productive member of a diverse community• The importance of respecting and protecting the environment• Where money comes from, keeping it safe and the importance of managing it effectively• The part the money plays in people’s lives• A basic understanding of enterprise

Learning & Teaching and Child Protection

PSHE will be taught in line with our Teaching & Learning policy ensuring that pupil voice is respected and that we listen and respond appropriately, sensitively and respectfully to each other. Teachers will ensure that the learning environment is safe, positive and that all pupils feel comfortable to express their views and query anything that they do not understand. Teachers will offer balance in their teaching avoid bias and offer support to pupils as needed.

All classes use circle time to explore and discuss issues but there is an ethos that we are a ‘Telling’ School and will report issues that concern us including bullying and that children will be listened to. If there are any child protection concerns then the Designated Safeguarding Leads will be informed.

Parental and Community Involvement

We value our Parents views and input and encourage all parents to engage with us either through the monthly Parent Forum or by talking individually to staff members. School events and information can be found on the school website of the monthly newsletters which parents receive via ParentMail. Text notices are also sometimes sent. We will endeavour to ensure that parents are part of the process in developing an appropriate PSHE programme which meets the needs of the community and the world that they are living in.

Assessment, Monitoring and Evaluation

Observation, discussion and questioning through the principles of dialogic teaching will help assess the children’s understanding, knowledge and skills. This will be reported on during Parents Meeting and on end of year school reports.

The Headteacher, Learning Mentor, Deputy Head and PSHE governor will ensure that the PSHE school programme is delivered and that the ethos of the school supports its principles. There will be regular reports to the governing body.

*Ms SE McFarlane
Headteacher
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