

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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**St Luke's is built on a core set of Christian values, where children feel happy and cared for.
Here they find, love, joy, hope and peace.**

**John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know
that you are my disciples.'**

***'Following in God's way, Learning day by day, Working with one another, Caring for each
other'***

PSHE POLICY

Date of Policy: 2021

Review Date: 2024

1 Aims and Objectives

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse, multicultural society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We provide opportunities for our pupils to play a positive role in contributing to the Christian ethos of the school and wider community. We teach them how society is organised and governed. We ensure that children experience the process of democracy in school through the School Council and through the curriculum.

1.1 The intentions of our PSHE teaching are that children will:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

2 Teaching and Learning Styles and Planning

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

- 2.2** At St Luke's, we implement our PSHE curriculum through a clear and comprehensive scheme of work provided by Coram Life Education. PSHE lessons are taught weekly. This lesson plans are written in line with the National Curriculum. The PSHE curriculum has core themes that are studied on a half-termly basis:

1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing.

These units cover the statutory Relationships Education outcomes, along with non-statutory Sex Education outcomes. They also cover Health Education outcomes, although lots of these outcomes are taught in more depth during Science lessons. (Refer to Relationships, Sex and Health Education Policy for more information).

We also implement PSHE through the wider curriculum within school, contributing to our school vision of "Learning Without Limits". Whole school, Key Stage and class assemblies always make links to PSHE and SMSC.

We teach PSHE in a variety of ways throughout the curriculum and through discrete weekly lessons.

Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of PSHE through our religious education lessons.

We also develop PSHE and Citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to **Outdoor Education Centres** in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

3 Early Years Foundation Stage

- 3.1** We teach PSHE in the reception class as an integral part of the units of work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support PSHE education in the reception class through exploring some of the ELGs in the 'Personal, Social and Emotional Development' area of learning.

4 PSHE and Inclusion

- 4.1** At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.
- 4.2** At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school's philosophy to provide a broad and balanced education for all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment within PSHE allows us to consider each child's attainment and progress in gaining knowledge and understanding and how well they use these in developing skills and attitudes.
- 4.3** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation so that we can take some additional or different action to enable the child to learn more effectively. As a Dyslexia Friendly School, we use a variety of strategies to ensure that our teaching is matched to the child's needs. If it is necessary a child may be given an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) which may include, as appropriate, specific targets relating to areas within PSHE.
- 4.4** We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5 Assessment for Learning

- 5.1** Pupils assess their work at the end of each lesson and teachers assess whether they have met the learning targets. They do this by making informal judgements as they observe the children during lessons and mark their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 5.2** Not every PSHE lesson will have a written outcome. If children have not recorded work in their book that week, teachers should provide a label with a 'Can I', or a 'Can I' for them to copy down so that they can self-assess.
- 5.3** We do not set formal tests in PSHE and Citizenship. The assessments that we make of pupil achievement show us which children need further support within a particular unit of work and highlight areas of work which need further development.

6 Resources

- 6.1** We have specific resources for PSHE from Coram Life Education. We also utilise resources from other curriculum areas when necessary e.g. science, geography etc.

7 Monitoring and review

- 7.1 The PSHE subject leader is responsible for monitoring the quality of the teaching of PSHE throughout the school, as well as the standards of the children's work. The PSHE subject leader also supports colleagues in their teaching, by ensuring their own knowledge is up-to-date, through attending training sessions, and reading about current developments in the subject. In line with the school assessment calendar, the Subject Leader and Curriculum Leader will carry out termly book sampling, learning walks and pupil discussions. Findings will be collated and priorities shared with staff. Twice a year the PSHE subject leader gives the Headteacher a report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.



INVESTOR IN PEOPLE

