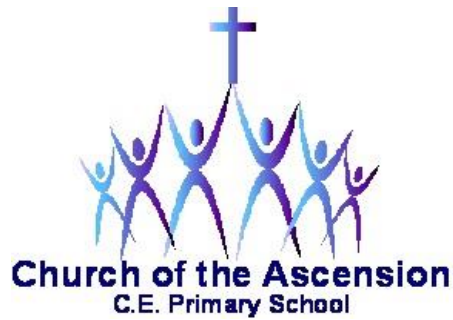


Church of the Ascension CE Primary School PSHE Policy



Learn with Love, Flourish in Faith

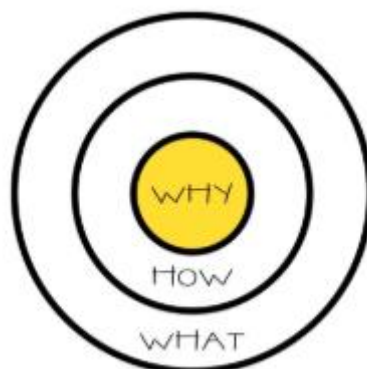
Do everything in love (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

Curriculum Drivers:

<p>Resilience:</p> <ul style="list-style-type: none"> • Developing sense of self and ownership of actions. • Considering and reflecting on the contributions of others. • Building self-esteem and self-worth. 	<p>Independence:</p> <ul style="list-style-type: none"> • Developing as healthy, confident and independent members of society. • Contribute confidently with justification. • Be able to keep yourself safe. • Be able to keep others safe. • To be able to ask for help and support.
<p>Aspiration:</p> <ul style="list-style-type: none"> • Positive contributions to school life. • Personal choice of how and when to respond. 	<p>Appreciation:</p> <ul style="list-style-type: none"> • Appreciation of benefits and risks of online and offline world. • Living safe and healthy lives. • Appreciation of diversity. • Listen carefully and respectfully to the thoughts and opinions of others. • Respond appropriately and respectfully to the thoughts and beliefs of others.

Our Approach to the Teaching and Learning of PSHE



Subject Intent

'A curriculum for life.'

PSHE Association

Why do we do what we do in this subject (aims)?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Through our Personal, Social and Health Education (PSHE) curriculum which includes the statutory components of Relationship and Health Education, we aim to support each child's spiritual, moral, social and cultural development (SMSC).

We aim to offer a curriculum in which our children will develop the knowledge and skills to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the School Council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

Resilience

A resilient member of our school can persevere and navigate through challenging social situations with their peers and learning opportunities within the classroom. They choose the appropriate action at the appropriate time and know they can identify a trusted adult if needed. They realise that challenging times are a learning opportunity and they can overcome this through their perseverance, having gained new skills to better their learning and themselves as the outcome. They use our core value of forgiveness to forgive others and themselves for their actions helping those involved move on.

Independence

An independent member of our school community can contribute to classroom discussions and social activities with confidence and justification. They use our five Bs (brain, board, book, buddy, boss) to be independent learners and they use the tools and their peers in the classroom first before turning to teaching staff for help. This will allow them to problem solve beyond school.

Aspiration

An aspiring member of school will want to aspire for higher, through the learning of the individual contributions they can make whether that is in the classroom, on the playground, to the wider life of the school or the world and beyond their time with us. They will self-reflect on how they can achieve what they would like to in school and beyond and inspire others when faced with challenges that society has created such as stereotypes.

Appreciation

Members of our school community show an appreciation of what it means to live a safe and healthy life through their actions online and offline, and they understand the impact this can

have on themselves and others around them. They appreciate the diversity all around them and how this contributes positively to their lives and the wider world. They understand they don't always have to share the same opinion, thoughts and beliefs as others, but they must listen carefully and be respectful of those differences. They appreciate the environment that they learn and live in, and they show respect for the environment to preserve this for all living things.

Subject Implementation

PSHE at Church of the Ascension Primary School will follow the PSHE Association scheme of work and programme of study. Guidance and resources that are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The Programme of study covers all of the required statutory objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

Lessons are planned and delivered in a variety of ways to ensure that children can access and participate in lessons. These include weekly PSHE lessons, whole school assemblies, class topics, circle time activities and School Council. Pupils also receive stand-alone education sessions delivered by a professional.

Pupils may have varying needs regarding PSHE depending on their circumstances and background. The school strongly believes that all pupils should have access to PSHE that is relevant to their particular needs. The school will take in to particular consideration gender, ethnical and cultural diversity, varying home backgrounds, sexuality and special educational needs.

Some areas of PSHE are taught within the context of family life. Staff will take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Adults are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (adult or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Scientific names for body parts will be used

- Meanings of words will be explained in a sensible and factual way

Children may be ill informed or confused due to sexual imagery in the media. They may have genuine questions and concerns. In most cases, adults will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion *in these situations and if necessary refer to the senior leadership team for advice and support.*

Adults will follow the following guidance:

- Clear parameters about what is and is not acceptable will be established
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal, the teacher should remind the children of the ground rules.
- Teachers will set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a sensible manner.
- Pupils will have opportunities to write down questions anonymously and post them in a question box
- If an adult is concerned that a pupil is at risk, the Safeguarding policy and procedures will be adhered to.

Subject Impact

How do we know that we have achieved these outcomes?

The delivery of PSHE is monitored by the PSHE Lead and Senior Leadership Team through:

- planning scrutiny
- learning walks
- book/floor book trawls
- pupil and teacher questionnaires

Informal assessment is carried out according to guidance from PSHE Association. This is made following activities and through cross-curricular links. Where possible, self- assessment by the pupils is also used. Opportunities arise during Circle Times, class discussions, School Council meetings and in dealing with day to day issues to move pupils; learning or development on. These assessments are then reported to parents through parents' evenings.

