



Statement of Practice for Personal, Social, Health and Economic Education (PSHE)

INTENT

At St. Matthew's, Personal, Social, Health and Economic (PSHE) education is an important and necessary part of the curriculum. Our PSHE curriculum builds on the statutory content and guidance already outlined in the National Curriculum and is tailored to reflect the needs of our pupils. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. PSHE is embedded in all of our school values of love, faith, hope, justice and honesty, and helps embed the fundamental British values. Our PSHE/PSED curriculum has been designed to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

All learning is delivered sensitively to children's needs and stages of development and maturity.

Planning

At St Matthew's, we follow the guidance of the PSHE Association and have tailored their programme of study to design a PSHE curriculum that meets the needs of all our pupils. It covers the breadth of PSHE from all statutory RSHE requirements (including Relationships Education, RSE and Health Education) to economic wellbeing and careers, setting out suggested content for each key stage. Learning opportunities are spread across three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Teachers use the long term overview and medium term plans to effectively teach PSHE. Digital citizenship and PSHE's living in a wider world objectives have been aligned and are taught as part of the computing curriculum. Medium-term plans are being expanded to include further detail on the content of each session and resources will be updated as this is completed for each of the strands.

In EYFS, Personal, Social and Emotional Development (PSED) has a focus on children's both physical and mental wellbeing. They'll work on long-term skills and awareness to build healthy habits they can take forward into adult life. This is planned using the Early Years Foundation Stage (EYFS) statutory framework and Development Matters document revised July 2021.

IMPLEMENTATION

Timetabling/unit planning

PSHE lessons are planned using medium term plans and these contains links to resources and websites to help teach objectives on the PSHE association website, which we are a member of. Resources and links to websites on the PSHE Association website are updated regularly. It is expected that children receive a PSHE lesson of approximately 1 hour each week. In some classes, this might consist of half a day each term for example, Debt Aware sessions in Year 5 and 6 or an afternoon a week over a period of six weeks, for example, healthy relationship and hate crime workshops delivered by Fortalice in Year 5. In Reception, discrete lessons are taught as well as the

opportunity to discuss and embed learning throughout the day. Over the Year, there are planned opportunities for visitors from outside agencies like the Healthy Families Team to work with specific classes throughout the school.

Teaching and learning

PSHE is intended to be taught creatively. Much of the work might be discussion based, or responding in a written format or by the use of drama, art, computing or even music. There is not an expectation that every lesson has a written response by children but the majority of lessons should be evidenced in some way. Lessons are taught using the themes of Relationships, Living in the Wider World and Health and Wellbeing. In addition, we teach and model our Schools Christian Values and follow our Behaviour Policy. We have worry boxes in each classroom and children are taught, encouraged and supported to express their emotions. Throughout school, we encourage children to develop a healthy growth mindset and use additional circle time opportunities to talk about everyday situations and scenarios when needed. Throughout the year, we provide opportunities for children to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. We encourage children to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community through our School Councils, art councils and other additional responsibilities such as librarians.

Recording of children's work

In Years 1-6, individual work is recorded in children's topic books. Each class, from Reception up to Year 6, has a PSHE/PSED floor book where evidence of lessons where children have not completed individual work in their topic books is recorded. Teachers or children can draw or write straight into the book, or create work separately to be stuck in. Photographs and images are also encouraged.

Checking for understanding to support teaching and learning

Assessments may take many forms including observations, written responses, verbal responses or in other creative ways.

Inclusion

PSHE/PSED is accessible for all children, regardless of SEN or disability. There are a variety of ways to record learning and ideas, so ability in reading and writing is not a barrier. Children's questions are treated with respect and answered carefully. Parents have a right to withdraw their children from any elements of Sex Education not covered by the Science curriculum, but at St. Matthew's we do not cover anything beyond what is in the Science curriculum.

Supporting Teaching Knowledge

We have a trained senior Mental Health lead and CPD is provided for staff where needed. All staff are trained in how to access and use resources from the PSHE Association website and staff are expected to stay in lessons for those aspects of PSHE which might be better taught by outside experts, e.g. Fortalice -healthy relationships and hate crime, lessons delivered from the Healthy Families Team and Debt Aware sessions as this builds up their knowledge in how to teach and deliver these areas.

Resources and Budgets

Resources are reviewed annually and replaced and purchased as are needed so that children have appropriate and good quality equipment to support their learning.

IMPACT

September 2023

Assessment

At the end of each term/unit of work staff will assess the children as to where they are up to and by the end of the year group them as either working towards or having met the expectation.