



St Francis Church of England Primary School

As a church school, we aspire to live life in all its fullness;
 Loving Faith. Loving People. Loving Learning.
 - following the footsteps of Jesus.



'I have come to give you life in all its fullness' John 10:10

Our vision is at the core of everything we do. It underpins our teaching and learning, interactions and environment.

Policy Title:

PSHE (including Health and Relationships Education) POLICY

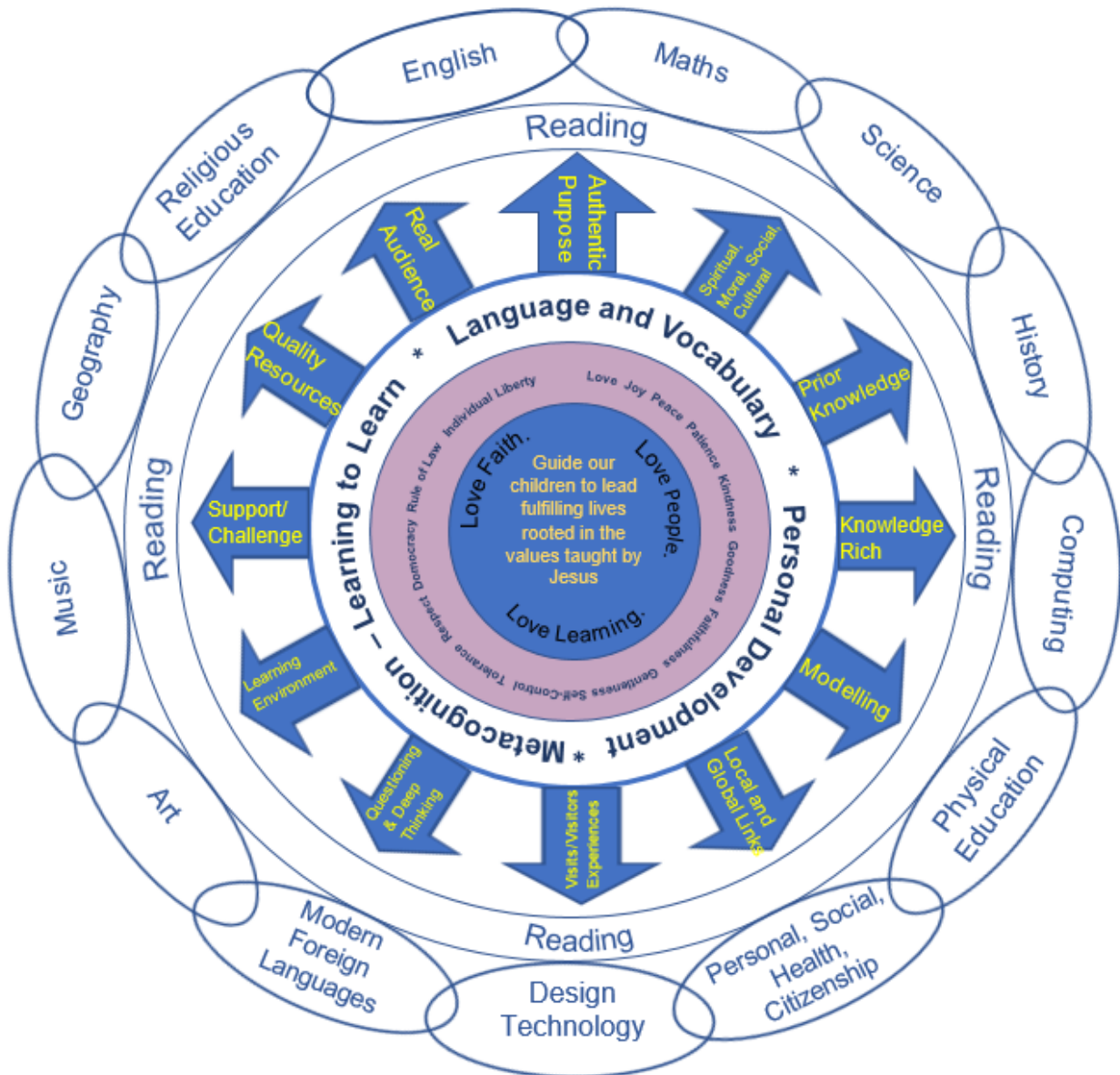
Date of Policy:	Spring Term 2020	Review Cycle:	Annually
Policy Review Date:	Summer Term 2021	Updates:	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A:Mode B teaching.
Policy Review Date:	Summer Term 2022	Updates:	Added notes on The Teaching of PSHE with reference to updated information from the PSHE Association
Policy Review Date:	Autumn Term 2023	Updates:	Yearly overview of PSHE across school added to the planning section.
Policy Review Date:		Updates:	

Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*



1) MODEL OF CURRICULUM



2) SUBJECT VISION

Our Vision for PSHE, including Health and Relationship Education

Our children learn to show respect and kindness for themselves so that they are physically and mentally healthy. Through this awareness they are able to consider how best to act towards others in a range of situations that demonstrate love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. This enables our children to build and sustain healthy and safe relationships within their families, friendships and wider communities. Our children are able to be aspirational regarding their future life decisions.

Children at St Francis CE Primary School...



reflect upon their own actions, choices, opinions, experiences, skills and strengths in order to develop a better understanding of themselves as individuals.

are interested in other people's ideas and experiences which may be different to theirs.

demonstrate ways of keeping themselves healthy and safe.

take a role in creating and maintaining healthy relationships.

develop an awareness of their present and future rights and responsibilities relating to school rules, British Values and Global Citizenship.

3) LEGAL FRAMEWORK

This policy will have regard to the following statutory and non-statutory guidance within the primary national curriculum. Available at: [Primary National Curriculum](#)

4) ROLES AND RESPONSIBILITIES

4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

'Subject Leaders will:

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*

4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

'Teachers will:

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*
- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability*
- *Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*



- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*
- *Manage behaviour consistently through the school's behaviour policy*

5) EYFS PROVISION

ELG 3. Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG 4. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG 5. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)

6) THE NATIONAL CURRICULUM

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

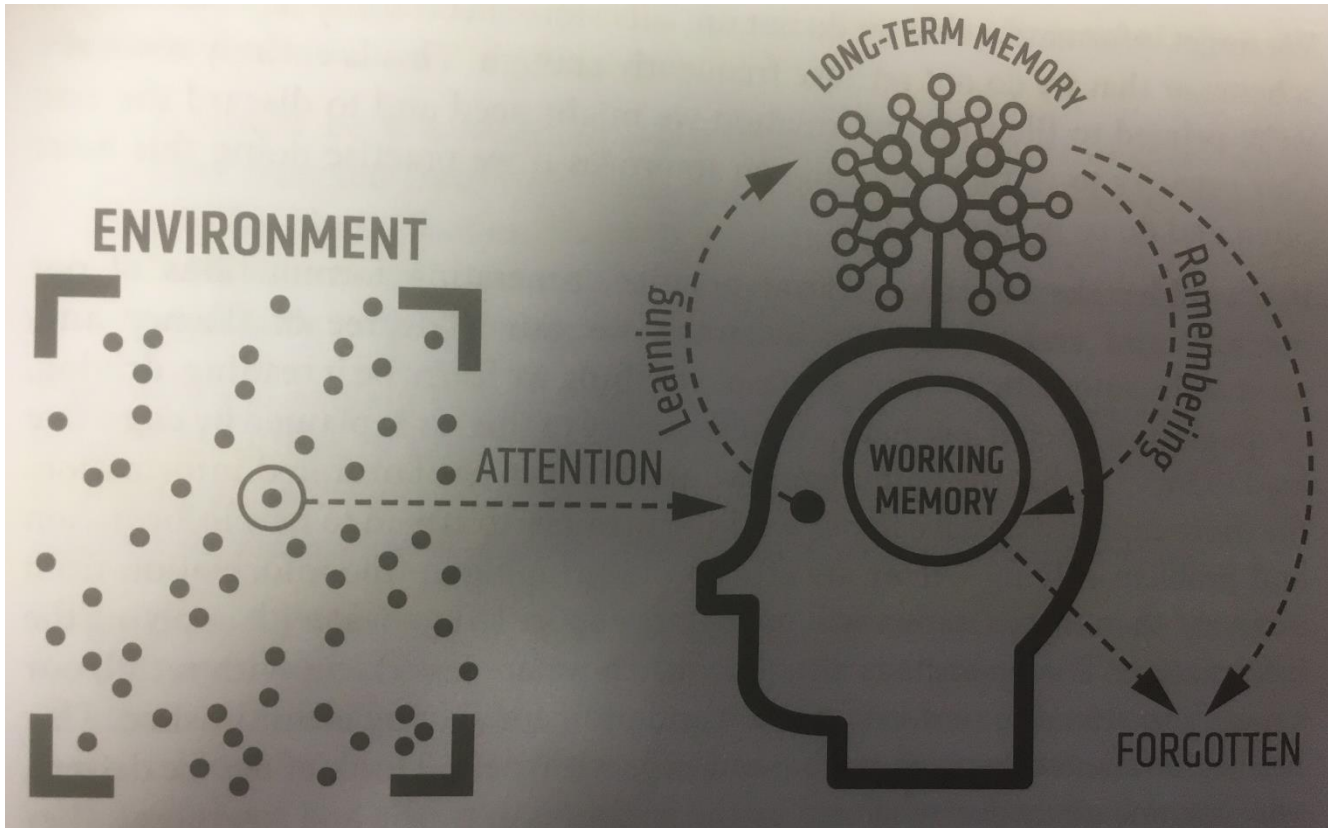
The Primary National Curriculum can be found at: [Primary National Curriculum](#)

7) OUR TEACHING MODEL

Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

Tom Sherrington – Rosenshine's Principles in Action

A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:



See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

7.1 THE TEACHING OF PSHE

Creating a safe learning environment is key, so Ground Rules are established before PSHE teaching commences and referred to regularly. Similar themes are taught in different classes and pupils are taught to reflect on their current experiences and think back to what they knew or how they felt when they were younger. A variety of teaching and learning methods are used to help pupils relate their learning to their own lives, such as group debate, role play, use of puppets, interviewing or mind mapping. Resources and teaching methods are chosen to match the lesson content - some PSHE lessons are factual whilst others are based on opinions and others deal with sensitive or complex issues. Pupils starting points are assessed at the beginning of a unit to ensure that teaching is pitched correctly and can move learning on. The teaching of PSHE provides personal development for pupils, helping them understand themselves and others and learn how to put school rules and values into practice. PSHE skills are developed throughout the school day and within everyday activities as well as in specific lessons.

8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. It is the role of the class teacher to place this into short-term planning to cover in their classes.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression



- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

During the planning process, the teacher will identify which type of teaching is required.

Mode A:

Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.

Mode B:

Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. “I have put some resources on your table, explore and come up with some statements and/or questions to share”

Teachers will use instructional routines throughout Mode B teaching.

Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.

Section five of the teaching and learning policy sets out the processes of planning in our school.

Our Teaching and Learning Policy can be found [here](#).

8.1 Yearly Overview

Whole school coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What is great about you?	What does being kind look like?	How are we the same and different?	What might you do in the future?	How can we show our feelings?	How can we keep healthy?
Y1	What is the same and different about us?	Who is special to us?	How can we look after each other and the world?	How do we recognise our feelings?	What does healthy mean?	Who helps to keep us safe?
Y2	What helps us to stay safe?	What is bullying?	What makes a good friend?	What can help us grow and stay healthy?	How can we communicate our feelings?	What jobs do people do?
Y3	How can we be good friends?	Why should we make healthy choices?	What makes a community?	How can we manage our feelings?	What are families like?	How can we stay safe?
Y4	How do we treat each other with respect?	How can we manage risk in different places?	How can we develop healthy minds?	How can we take care of our physical health?	What strengths, skills and interests do we have?	How can our choices make a difference to others and the environment?
Y5	How can friends communicate safely?	What makes up a person's identity?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What are our rights and responsibilities?	What decisions can people make with money?
Y6	How can we keep healthy as we grow?	How can the media influence people?	How can we make good decisions?	What do I want for my future?	How do friendships change as we grow?	What will change as we become more independent?

PSHE strands: Physical Health Mental Wellbeing Safety Relationships Wider World



9) ASSESSMENT

PSHE education covers issues which affect all children differently and for which children have their own starting points. As such, teachers carry out a baseline assessment before teaching something new. At the end of a unit of learning, pupils are given opportunities to demonstrate progress from their own starting points. Pupils are encouraged to reflect upon their own learning. This form of assessment fits with the Long Cycle of Formative Assessment as outlined in our Teaching and Learning Policy.

Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).

10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

Definition of SMSC:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

11) MONITORING

The PSHE Subject Leader carries out termly PSHE monitoring through discussion with class teachers, viewing recorded work and speaking to pupils about their learning.

12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY

See our Special Educational Needs and/or Disability policy [here](#).

13) HEALTH AND SAFETY CONSIDERATIONS

Classes or groups are to agree a set of ground rules to keep everyone safe, before starting PSHE lessons. Class teachers must keep up-to-date with their children's individual situations, in line with school policy, which may influence how they respond in PSHE lessons.

See our Health and Safety policy [here](#).

14) RESOURCES, INCLUDING SUITABLE TEXTS

See curriculum map with the above included. ([Curriculum Section of Website](#))

15) COMMUNITY LINKS – LOCAL AND GLOBAL

See curriculum map with the above included. ([Curriculum Section of Website](#))



16) VISITS, VISITORS AND EXPERIENCES

See curriculum map with the above included. ([Curriculum Section of Website](#))