



**Jarrow Cross Church of England Primary School
PSHCE Policy**

**This policy was last revised and adopted by the Governing Board
in: September 2022**

**After each revision the policy is circulated to all Governors,
school staff and on the school website.**

The policy is to be reviewed by the Governing Board in:2025

School Mission Statement

Jarrow Cross Church of England Primary School provides a caring, Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential
Our Mission Statement is underpinned by our school values of Trust, Honesty, Friendship and Forgiveness. Our values were chosen by the children of Jarrow Cross.

Introduction

At Jarrow Cross Church of England Primary the curriculum is designed to build upon the biblical teaching 1 Thessalonians 5.11" Encourage one another and build each other up." The aim is to support children's emotional and physical wellbeing , value all members of our school community and ensure our children develop the skills which will enable them to make a valued contribution to society. The values were chosen by the children of Jarrow Cross. The school's approach to PSHE at Jarrow Cross encapsulates the above.

Rational

In line with the school motto ' Value in Everyone ' every child is recognised as a unique individual, all members of the school community are valued, celebrating and welcoming all differences. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. The school endeavours to provide enrichment opportunities and activities which engage learners and that every child is entitled to enjoy their childhood, celebrate their individuality and be the best that God made them to be.

Aims of PSHCE

At Jarrow Cross C of E Primary School, PSHCE enables the children to become confident, healthy, independent and responsible members of society. The pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. In order for the pupils to be successful, it is vital that they are equipped with the skills that will enable them to do so.

To enable the children, the aims are:

- To recognise their own worth;
- To work well with others;
- To develop positive, healthy relationships and respect for others;
- To develop a resilient Growth Mind-Set;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle, both physically and mentally;
- To develop online and offline safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social situations;

- To form good relationships with other members of the school and the wider community;
- To understand the role of the family in their own development.

Teaching and Learning

In addition to PSHCE being taught discretely, Jarrow Cross C of E teaches a cross-curricular curriculum, where all children are exposed to the coverage that is needed to build a strong, well established understanding of themselves, others and society. Our practice follows our Teaching and Learning Policy, adopting a range of styles and strategies.

PSHCE Curriculum Planning

Jarrow Cross C of E Primary School teaches PSHCE in a variety of ways. Children are taught PSHCE discretely on a weekly basis, where the lead has carefully planned and resourced all materials for the teaching and learning for each year group.

Outside of the discrete teaching, PSHCE teaching can be seen:

- Within Science topics such as: healthy eating, teeth, hygiene, the body, drugs etc;
- Physical Education (discrete lessons and after school clubs): team work, strength/fitness, healthy mindset etc;
- Within geography, environmental issues are discussed, debated and promoted;
- Many objectives overlap with religious education: empathy, diversity etc;
- ICT covers online safety and what constitutes to a healthy and safe online relationship.
- Specific calendar dates are celebrated e.g. Mental Health Week, Refugee week etc;
- Two members of staff deliver KidSafe sessions to a variety of year groups;
- Two members of staff (Head teacher and Safeguarding lead) are trained Thrive practitioners;
- Outside visitors/agencies work with SLT and the subject lead to deliver sessions on RSE e.g. school nurse, liaison officer for Operation Encompass.

Here are some of the ways the objectives are embedded within ethos of our school, outside of discrete teaching:

- Active learning is promoted by including the children in discussions, problem solving activities and investigations;
- The school encourages children to take part in activities that promote active citizenship e.g. attending care homes, local parks and nurseries;
- Children are encouraged to help/support other groups or individuals less fortunate than themselves e.g. attending Hebburn Helps to create food parcels;
- Plan and implement calendar events and where possible involve the children in the planning element e.g. School Council planned and delivered a whole school worship to raise awareness of refugees;
- Regular opportunities for outside organisations and speakers to visit school are provided for children;

- Democracy is promoted at every opportunity e.g. Election day linked with School Council/regular School Council meetings and the voting of captain and vice captain;
- Within class, children set agreed classroom rules of behaviour and outside, children have created and agreed to a particular set of rules when on the football pitch.

Assessment For Learning

Staff make informal judgements during discussions and each half term, formal assessments are made where staff refer to the PSHCE knowledge and skills progression document and the National Curriculum. Children are then assessed based on those objectives (working towards, met and exceeding). Formal tests are not given for PSHCE, assessments are based purely on the formative judgement of staff.

All staff have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

Monitoring and evidencing

The subject lead supports colleagues in their teaching by keeping informed about current developments in the subject and ensures that staff are kept up to date with training/CPD.

Due to the cross-curricular teaching of our school, evidence can be found:

- In children's books;
- PSHCE file (lead and year groups)
- Impact sheets
- Through Learning Walks;
- Displays;
- A random selection of children are chosen every half term to discuss the teaching and learning of PSHCE and discuss work within the files.

Responding to Pupils needs

- UKS2 complete a survey: Health Related Behaviour Questionnaire (HRBQ). These results were then analysed and sent back to the subject lead to form next steps;
- Super Safety Squad questionnaires;
- Questionnaires based our topics;
- School Council meetings;
- School Council questionnaires e.g. school yard;
- Captains and vice captain roles (Y6);
- A random selection of children are chosen every half term to discuss the teaching and learning of PSHCE and discuss work within the files.

Pastoral system

Jarrow Cross C of E Primary School has a 'Safeguarding and Attendance Lead', who is non-teaching based.

As part of this role, the lead has:

- Created two nurture rooms;
- Holds small group and one-to-one sessions;
- Runs mindfulness, meditation, play therapy, peer massage, Thrive and lego therapy;
- Works closely with parents;
- Supports, signposts and refers families to outside agencies;
- Holds parent support groups/courses when needed;
- Facilitates and co-ordinates Early Help and EHCP meetings;
- Is a thrive practitioner.

Other forms of pastoral care are:

- An employee is a trained bereavement counsellor;
- Both the head teacher and safeguarding leads are 'Thrive' practitioners;
- Most staff have attended Team Teach training (safer handling);
- Parents are invited into school prior to delivering a KidSafe workshop with the children;
- KidSafe accredited school;
- Sessions using Operation Encompass resources are run and a designated liaison officer has visited to talk to staff, children and hosted a voluntary drop in for parents.

Support for parents and carers

Jarrow Cross has an open door policy and the opinions and support of parents' and carers' are welcomed.

- Parent/child workshops;
- The safeguarding lead holds workshops and one-to-ones with parents/carers who need further support;
- Informal drop ins;
- Parent/child communication packs can be loaned out during challenging life events such as: separation/divorce, dementia/Alzheimers, anxiety, bedwetting and death/bereavement.

Links with other policies

- Wellbeing
- Anti-bullying
- Attendance
- Breakfast club
- Child Protection
- Behaviour
- E-Safety
- Physical education
- Religious Education
- SMSC

- Safeguarding
- Health and Safety
- Inclusion

Appendix

End of key stage aims, objectives and coverage

Foundation stage
<p><u>Personal, Social and Emotional Development</u></p> <p>Self-Regulation ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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. <p>Managing Self ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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. <p>Building Relationships</p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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. <p><u>Understanding the World</u></p> <p>Past and Present</p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities</p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

The Natural World

ELG Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

Developing confidence and responsibility and making the most of our abilities

- Children can identify and name some feelings (e.g. through interpreting facial expressions) and express some of their positive qualities.
- They can demonstrate that they can manage some feelings in a positive and effective way.
- They begin to share their views and opinions (e.g. talking about fairness).
- They can set themselves simple goals (for example sharing toys)

Preparing to play an active role as citizens

- They have learnt about themselves as developing individuals and as members of their communities,
- They can build on their own experiences and on the early learning goals for personal, social and emotional development.
- They have learnt the basic rules and skills for keeping themselves healthy and safe and for behaving well.
- They have had opportunities to show they can take some responsibility for themselves and their environment.
- They have begun to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.
- As members of a class and school community, they have learnt social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
- They begin to take an active part in the life of their school and its neighbourhood.

Developing a healthy, safer lifestyle

- Children can make simple choices about some aspects of their health and well-being (e.g. by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- They can explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (e.g. knowing how and where to cross the road safely).
- They can explain that people grow from young to old.

Developing good relationships and respecting the differences between people

- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- They can recognise the effect of their behaviour on other people, and can cooperate with others.
- They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another

First Aid:

- Can identify 'people who can help' /emergency services.
- Are able to identify the number to call in an emergency.
- Can begin to become aware of how to make a call to an emergency service by remembering their postcode and door number.

KS2

Developing confidence and responsibility and making the most of our abilities

- Children can demonstrate that they recognise their own worth and that of others (e.g. by making positive comments about themselves and classmates).
- They can express their views confidently and listen to and show respect for the views of others.
- They can identify positive ways to face new challenges (e.g. the transition to secondary school).
- They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- They can talk about a range of jobs, and explain how they will develop skills to work in the future.
- They can demonstrate how to look after and save money.

Preparing to play an active role as Citizens

- Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- They become more mature, independent and self-confident.
- They learn about the wider world and the interdependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.

Developing a healthy, safer lifestyle

- Children can make choices about how to develop healthy lifestyles (e.g. by knowing the importance of a healthy diet and regular exercise).
- They can identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).
- They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- They can identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety).

Developing good relationships and respecting the differences between people

- Children can explain how their actions have consequences for themselves and others.
- They can describe the nature and consequences of bullying, and can express ways of responding to it.
- They can identify different types of relationship (e.g. marriage or friendships),
- They can show ways to maintain good relationships (e.g. listening, supporting, caring).
- They can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

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- They learn how to take part more fully in school and community activities.
- As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.
- They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

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First Aid:

- Can identify 'people who can help' /emergency services.
- Are able to identify the number to call in an emergency.
- Can begin to become aware of how to make a call to an emergency service by remembering their postcode and door number.
- Are aware of concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Presented and agreed by Governors

Date: