



# Newchurch St. Nicholas Church of England Primary School

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*Newchurch St Nicholas C of E Primary School PSHE Policy November 2023*

*Start Children off on the way they should go, and even when they are old they will not turn from it.  
Proverbs 22:6*

## Rational

At St Nicholas we believe PSHE is a necessary and important part of pupils' education. Personal, Social and Health Education (PSHE) and Citizenship enables our children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it can mean to be a positive member of a multicultural society. The PSHE programme will be led by Gemma Callaghan and taught by class teachers or the teacher covering for PPA time. We follow the Happy Minds and SCARF Scheme Of Work to enhance our teaching.

This is embedded through our **school vision**: Newchurch St Nicholas is a school which supports all of its community to thrive and flourish now and in the future. Everyone in the community will be empowered to recognise their God given potential, a strong sense of personal identity, an unshakable notion of their self-worth and the impact of God's love on them. This will be so deeply embedded in our pupils that it will stay with them all their lives.

## What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, understand risks and equip them with the necessary skills to make informed decisions. To develop worthwhile relationships, access pertinent and appropriate SRE teaching, respect differences, develop independence and responsibility and make the most of their own abilities and those of others.

## Aims

At Newchurch St Nicholas our PSHE programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

We aim to:

- give them knowledge and help them to develop self-esteem, confidence and self-awareness to make informed choices and decisions;
- encourage and support the development of social skills and social awareness;
- enable pupils to make sense of their own personal and social experiences;
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a caring attitude towards and responsibility for the environment;
- help our pupils understand and manage their feelings;
  - make children aware of their own emotions and how to keep their brains and bodies healthy
- understand how society works and the rights and responsibilities involved.

### Early Years and Foundation Stage:

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum. Teachers relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), particularly the area of learning focused on a child's personal and social development. We also support citizenship education in reception class when we teach aspects of a child's knowledge and understanding of the world. PSHE is about making connections and is strongly linked to play. It is taught through activities that are part of topics, as well as on an individual basis to develop personal, social and emotional skills. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities as members of small groups, Key Person Groups, whole class and occasionally during whole school activities. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, social and emotional development as set out in the ELGs, which the children are assessed against at the end of their reception year. Coram have also developed a range of resources, specifically for reception, and have included them in their SOW. These are now available for class teachers to utilise, as appropriate, to support the teaching, learning and development of PSHE.

### KS1 and KS2:

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given choices about their health and environment and are encouraged to develop a caring attitude to others.

### Planning:

Class teachers plan for PSHE by accessing [www.myhappymind.org](http://www.myhappymind.org) and use the SCARF (Safety, Caring, Achievement, Resilience and Friendship) materials which to cover the additional objectives. However class

teachers will adapt their planning according to identified needs within their own class at that time. It is agreed as a staff that the class teacher will use their professional judgement and discretion. Planning resources are now available from reception to year 6. The happy mind scheme teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology.

### Resources:

Class teachers use the online resources on my happy mind provided alongside the SCARF planning tool, to ensure full coverage of the PSHE curriculum. All resources generated by class teachers and the PSHE subject lead will be stored centrally. All classes will also be allocated time, annually, on the Life Education Bus.

### Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE subject lead as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE values may also be introduced and explored within both class based and whole school assemblies and Collective worship sessions. In addition to this, PSHE is delivered through a range of whole school activities and themed weeks, for example, safety week. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fundraising activities. Pupils may take part in school assemblies, Collective Worship, be elected to School Council/play leaders/mental health ambassadors and are encouraged to express their opinions. Pupils are offered a wide range of opportunities to enhance their learning and engage with concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities.

### Time Allocation:

Each class will aim to allocate a minimum of 30 minutes each week to PSHE but then embedded throughout the week in all that we do.

### Coverage

#### Reception:

See themselves as a valuable individual. (Celebrate)

Build constructive and respectful relationships. (Relate)

Express their feelings and consider the feelings of others. (Meet your Brain, Relate)

Show resilience and perseverance in the face of challenge. (Engage)

Identify and moderate their own feelings socially and emotionally. (Meet your Brain)

Think about the perspectives of others. (Relate)

#### KSI

#### Healthy Lifestyles (Physical wellbeing)

About what keeping healthy means; different ways to keep healthy.

About why sleep is important and different ways to rest and relax.

About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.

### Mental Health

H11. about different feelings that humans can experience.

H12. how to recognise and name different feelings.

H13. how feelings can affect people's bodies and how they behave.

H14. how to recognise what others might be feeling. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. about ways of sharing feelings; a range of words to describe feelings.

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

### Ourselves Growing and changing

H21. to recognise what makes them special.

H22. to recognise the ways in which we are all unique.

H23. to identify what they are good at, what they like and dislike.

H24. how to manage when finding things difficult

### Keeping Safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

### Families and Close Relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.

R2. to identify the people who love and care for them and what they do to help them feel cared for.

R3. about different types of families including those that may be different to their own.

R4. to identify common features of family life.

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

### Friendships

R6. about how people make friends and what makes a good friendship.

R7. about how to recognise when they or someone else feels lonely and what to do.

R8. simple strategies to resolve arguments between friends

R9. how to ask for help if a friendship is making them feel unhappy.

### Managing hurtful behaviour and Bullying

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.

R11. about how people may feel if they experience hurtful behaviour or bullying.

### Safe Relationships

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

### Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others.

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others.

R24. how to listen to other people and play and work cooperatively.

R25. how to talk about and share their opinions on things that matter to them.

### Communities

L6. to recognise the ways they are the same as, and different to, other people.

### Economic Wellbeing:

Aspirations, work, career L14. that everyone has different strengths.

### Media literacy and digital resilience

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

## **KS2**

### Healthy Lifestyles (Physical wellbeing)

H1. how to make informed decisions about health.

H2. about the elements of a balanced, healthy lifestyle.

H3. about choices that support a healthy lifestyle, and recognise what might influence these.

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.

### Mental Health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

H17. to recognise that feelings can change over time and range in intensity.

H18. about everyday things that affect feelings and the importance of expressing feelings.

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.

### Ourselves growing and changing

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H27. to recognise their individuality and personal qualities.

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

H36. strategies to manage transitions between classes and key stages.

### Keeping Safe

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

H38. how to predict, assess and manage risk in different situations.

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; w

### Families and close positive relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.

R5. that people who love and care for each other can be in a committed

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

### Friendships

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

R13. the importance of seeking support if feeling lonely or excluded.

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

### Managing hurtful behaviour and bullying

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

R21. about discrimination: what it means and how to challenge it.

### Safe Relationships

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

### Respecting self and others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

#### Shared Responsibilities

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.

L2. to recognise there are human rights, that are there to protect everyone.

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.

#### Communities

L6. about the different groups that make up their community; what living in a community means.

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

L10. about prejudice; how to recognise behaviours/actions which discriminate against others.

#### Economic Wellbeing: Aspirations, work, career

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

*Please refer to additional SRE policy for additional coverage.*

#### Assessment

At Newchurch St Nicholas our teachers assess the children's progress in PSHE and citizenship by observing their participation in class and their relationships with their peers and adults. We have clear expectations of what pupils will know, understand and be able to do by the end of each key stage. Although we do not set formal examinations in PSHE and citizenship, teachers will make ongoing assessments based on discussions and reflections in the journals. Our teachers will make reference to any appropriate achievements for each pupil, such as their contribution to the life of the class or the school on annual reports sent to parents/carers. The assessments we make of pupil achievement are positive and record achievement in its widest sense.

#### Inclusion

At Newchurch St Nicholas School all curricular subjects will be taught inclusively to all children regardless of their special needs, race, religion, culture, gender and sexual orientation, whilst at the same time addressing the need for equality. Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied program of activities, with opportunities for all pupils to participate fully and effectively. Pupils are equally respected for who they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupil's current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve. In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;

- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;

- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

## ICT

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using a range of digital media. Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

Children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail and there are consequently links made with regard to e-safety during the teaching of ICT-based PSHE. Through such links we can help to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, children develop their own view about use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

This policy will be reviewed in two years.

Policy agreed by:

PSHE Subject Lead: Gemma Callaghan      Date \_\_\_\_\_      signed \_\_\_\_\_

Headteacher: Jane Thistlethwaite      Date \_\_\_\_\_      signed \_\_\_\_\_

Policy review date: November 2025