



# PSHE POLICY

Policy Review Spring 2024	
Review schedule	Annually

## **PSHE Policy**

PSHE (personal, social and health education)

### **1. Curriculum Intent**

By the end of their education at St. Bartholomew's, all pupils will;

- Know and understand what constitutes a healthy lifestyle including how to maintain physical, mental and emotional health and wellbeing.
- Know how to manage change, including puberty and transition to the next stage of their education and life.
- Develop and maintain a variety of age-appropriate healthy relationships respecting differences between people. They will be able to recognise negative relationships, including all forms of bullying.
- Be responsible and independent members of the school community.
- They will know about the importance of respecting and protecting the environment.
- Develop awareness, self-confidence and self-esteem and make informed choices regarding personal and social issues.

### **2. Implementation**

At St Bartholomew's PSHE is delivered within a whole school approach which includes a mixture of timetabled sessions, whole school events, specialised assemblies, visitors and multimedia opportunities.

### Timetabled sessions

As a whole school we follow a scheme of work called SCARF (Safety, Caring, Achievement, Resilience, Friendship) developed by Coram Life. This programme is centred on a Growth Mindset approach. SCARF is a flexible resource mapped to the PSHE Programmes of study in the national curriculum.

Each teacher has access to online resources and lesson plans enabling all St Bartholomew's teachers to build a programme to match their pupils' needs. Coram Life was developed to support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. SCARF provides a whole-school approach to building these essential foundations which is crucial for children to achieve their best, academically and socially. For a whole school long term plan see Appendix 1.

### Whole school ethos

At St Bartholomew School we strive to create an atmosphere of trust and respect for everyone. This is seen throughout the school in the daily life of each child. The children are encouraged to develop good relationships with their peers and all staff. All members of staff are good role models for children and work hard to promote a safe, happy environment. Each class has a reward system in place as well as a weekly whole school celebration assembly where positive behaviour is recognised and rewarded to help the children take responsibility for their own behavior. Outside activities and hobbies are also celebrated as a whole school.

We are proud of our house teams at St Bartholomew's School. Each child is assigned to a house at the start of their school journey. The children collect house points for positive behaviour which they will put together with other house team members points in a race to collect the most house points. They will also take part in different events in their house groups throughout the year, allowing them to work with children of different ages and promoting good team work skills and a sense of belonging.

A buddy system is used which offers all children in year 6 an opportunity for them to support a child that is just starting their school journey. The year 6 children take this responsibility seriously and gain independence and a sense of pride. The new starters in Early Years, Foundation Stage (EYFS) welcome the support from more experienced pupils and gain more

confidence so that when they reach year 1 they become independent and confident members of the school community.

Our core Christian values can also be seen throughout the school. These are;

- Courage
- Compassion
- Perseverance
- Respect
- Friendship
- Truthfulness

These are taught in whole school assemblies as well as in class. Children are rewarded and praised for showing these qualities.

### 5 Ways to wellbeing

As a whole school we teach 5 ways to wellbeing. This consists of 5 useful tools to support positive mental health. These are:

- Connect
- Be active
- Take notice
- Keep learning
- Give

These are taught in whole school assemblies as well as in class.

### School council

Our school council members are elected by each class annually in class 2-4. It offers the pupils an opportunity to develop leadership skills by organising and carrying out school activities and events. Such as, organising charity events that contribute to school spirit and community welfare, as well as providing a meaningful way in which pupils can voice their opinions and have their views taken into account.

### **3. Impact**

EYFS children are baseline assessed and tracked against the EYFS profile descriptors. Children will only be given as a 'good level of development' if they meet all the early learning goals for PSHE.

Each child is assessed in their class against their current class focused. They are assessed as emerging, expected or exceeding.

Pupil and parent feedback is welcomed in order to assess and improve PSHE as a whole school.

### **4. Intervention**

Children who require extra support in meeting the PSHE requirements will be offered 1:1 or group support in the form of clubs, group activities or personalised care plans.

### **5. Community/Parents**

Parents are encouraged to join in with whole school events such as organized charity events. Parents are also encouraged to attend class assemblies to celebrate their child's achievements.

### **6. Resources**

Coram Life – SCARF resources are used by all class teachers to plan and deliver a complete and successful PSHE curriculum.

Each class is provided with colour coded house point stars for when a child has achieved 5 house points.

### **7. Role of the subject leader**

- Ensuring that all resources are sufficient and appropriate.
- Replacing and acquiring new resources.
- Modelling teaching.
- Monitoring teaching.
- Leading the school council.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.