

Vision Statement

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

Holy Trinity C of E



'Love your neighbour as yourself'

Matthew 22 V. 39

MISSION STATEMENT

'To provide an excellent education in a Christian Environment'

Our Mission:

Holy Trinity School is a church and village school in the truest tradition. We have a school ethos based on 'Love thy neighbour as yourself' - Matthew 22 Vs. 3-9, of which we are all extremely proud and which has served the Church families and the village community for a huge part of the community's history.

Our aims are to meet the needs of individual children so that they are able to make the most of their abilities and to achieve personal excellence, whilst providing spiritual, moral, social and cultural guidance with the aim to prepare them to take on the responsibilities of later life; including those related to fundamental British Values, in an atmosphere of a caring Christian setting, where there is equality of opportunity for all children.

Intent

At Holy Trinity, the physical and emotional well-being of our children is a priority. A great deal of importance is placed on PSHE and as a Church of England school it is embedded in our ethos as defined in the Mission Statement and Aims of the school. We aim to develop children's skills and talents to develop positive character traits and personal attributes to make sound decisions when facing challenges and complex contexts. We support pupils to become independent, reflective lifelong learners and responsible adults who are happy and can be successful in adult life. We nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives. We promote our pupils' spiritual, moral, social and cultural development. Our Christian values encourage the principles of love, family, community, commitment, self-reliance, self-discipline, responsibility, trust and respect. We provide positive partnerships with the church, family, governors and relationships within the wider community.

Aims

The aims of PSHE at Holy Trinity C of E Primary School are to enable the children to:

- To know and understand what constitutes a healthy lifestyle
- To be aware of safety issues including online-safety
- To understand what makes for good relationships with others
- To have respect for others regardless of race, gender and mental and physical disability
- To be independent and responsible members of the school community
- To be positive and active members of a democratic society
- To develop SMSC skills
- To have an understanding of British Values
- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To develop good relationships with other members of the school and the wider community
- To ensure that drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle are fulfilled.

Achieving the Vision

Teaching and Learning

The school's PSHE curriculum (including RSHE) is delivered through a variety of teaching strategies. These include using a cross-curricular whole school approach where applicable, as well as teaching PSHE by using 'Jigsaw'. 'Jigsaw' is a structured scheme of learning which has mindfulness underpinning it. It provides a scheme of work from Early Years to Y6.

The PSHE will cover:

- RSE (Relationship Education and Physical and Mental Health)
- Scheme 'Jigsaw'
- Curriculum Topics in – PE, Science, History etc
- Cross-curricular links
- Collective worships and RE lessons
- Thrive
- Change for life
- Planned annual activities and school events

The school council plays an essential role in the school's approach to PSHE and provides opportunities for pupils to link with the school, local, regional, national and rest of the world. The school has strong links to the local community, Holy Trinity Church and parents. The school uses

these to provide opportunities for pupils to become responsible citizens, and establish strong British and Christian values. The school has well-established systems of support for pupils with specific needs such as mentoring, drawing and talking therapies, sand therapy and nurture groups. In addition, all pupils from Y1-Y6 work on 'Learning Skills' whilst EYFS have discussions around what makes a good learner.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our RSHE Policy, Anti-Bullying Policy, Peer on Peer Policy, Safeguarding Policy, RE Policy and Behaviour Policy.

Role of the subject leader

- To ensure that all members of the school community understand the vision of PSHE at Holy Trinity and to lead, challenge and support all in achieving the vision by:
- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible;
- Maintaining clarity of expectations in relation to planning, assessment, teaching and learning;
- Developing standards in teaching and learning;
- Identifying and addressing strengths and areas for development;
- Informing, supporting and providing development opportunities.

Safeguarding, reports of abuse and confidentiality

All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.
- All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:
- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74

of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

- Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Special Needs

PSHE is taught to all pupils, regardless of their ability. The content and delivery are tailored to the individual needs of children with SEND. Individuals, groups or vulnerable children work on specific targets to develop their life skills or reinforce PSHE skills eg social stories to know how to react to social situations. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Staff Development

Courses and Inset are arranged as required. TAs are trained mentors and have been trained in Thrive.

Assessment

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

Academy Councillor

Christine Patton-Wood is the academy councillor linked to PSHE who plays a key role in monitoring and evaluating PSHE / RSHE across the school through discussions with the subject leader.

Review November 2023