

PSHE Scheme of Work Policy

At St. Christopher's the Christian Ethos which underpins our school has formed the sound foundation for teaching pupils, relationships with each other in the school community, as individuals and as a school within the wider world. This ethos provides a sound basis for teaching respect and love for each individual and a deep understanding of themselves and the needs of others. The PSHE curriculum augments these aspects of the school encouraging children to understand their emotions, make the most of their talents and keep themselves physically and mentally healthy and develop the ability to form good relationships, understand the society in which they live and learn to contribute to it as useful, thinking citizens.

In that, this philosophy affects everything we teach and learn and our interaction with the school community on a daily basis, it is a constantly evolving process and is dealt with in different ways, at different times, with the children individually, in small groups, in form groups or as a whole school.

Designated weekly lesson time is given to PSHE for pupils in Reception – Year 6.

PSHE at St. Christopher's is embedded in the following areas:-

- Moral and Spiritual Guidance, including **Promoting Fundamental British Values**
- PSHE Curriculum linked to RSE policy (see separate policy)
- RS Syllabus – Assemblies, Church Services
- Form Tutor System
- House System/Prefectorial System
- Caring for the Environment – Community involvement - Citizenship
- Charitable Giving: Magejjo School, Uganda } Understanding the lives and culture of others.
- Confidence Building
- Visits – Residential and Day trips

The PSHE curriculum is delivered weekly in the School during a 1x35 min lesson per week. The PSHE Association is used as a tool to ensure continuity and progress throughout the school.

RSE curriculum is delivered by the staff who teach PSHE alongside the Science teacher with a topic based curriculum for each year group. Sex education and relationship skills are included in this curriculum. Aspects of this curriculum are also found in the Science curriculum, which covers life processes, healthy eating, teeth, life cycles and environmental issues. (see separate policy)

The R.S. Curriculum: At St. Christopher's our statutory instrument as a Christian School forms the basis for teaching children about their place in the community, their behaviour and their relationships with others. We want our children to understand the teachings of Christ, which give us the building blocks for a just and equitable society. We also take the opportunity to look at and learn about other religions and the common ground we share with them. We do this in a cross-curricular way during Faith Week. St Christopher's welcomes families of all religions.

Assemblies are held on a daily basis involving all staff and children in a variety of ways. As we are a small school they often lead to open discussion of moral concepts, values and attitudes. An assembly plan is in place to ensure all topics are covered with all children. Each assembly also has prayers, a relevant hymn and a time for silence and reflection. The local Vicar occasionally takes assembly which all children attend. Relevant visitors are also welcomed to lead assemblies, e.g. Remembrance Day, RNLI, NSPCC

Monday – Tutor Assembly

Tuesday – Class Assembly

Wednesday Upper/Lower School Assembly

Thursday – Singing Assembly

Friday – Whole School Assembly

Our End of Term services, led by the Rev K Bromage, celebrate the main milestones of the Christian year: Harvest, Christmas, Easter and the End of the Academic Year, and are held in Staverton Church and shared with all parents. The children take a leading role in these Services giving them a deep understanding of the subject and confidence in how to present beliefs to the congregation.

Form Tutor System: Our open relationships and dialogue are encouraged and fostered between staff and pupils within the Form Tutor system, which provides: a) a stable and comforting link for the children throughout the school day, and b) by means of a daily contact book, a reassuring link with parents giving the opportunity for many of the values, attitudes and moral concepts to be discussed both formally and informally. Staff have their lunch with their Forms, which we find a most valuable contact time for informal relaxed, but always relevant conversation. Tutor periods and class assemblies are also part of the timetable.

A Prefectorial System: The Prefect System provides a positive, practical role for the Prep 6 pupils who are each assigned to a younger form as a support to the teacher, but primarily as guide and mentor to the younger children.

This System, whereby each Prep 6 pupil has a responsibility for a younger Form, gives the Prep 6's practical lessons in earning respect and the concept of duty and gives the younger pupils access in a particularly valuable way to the older pupils. We have found the system to

be a very beneficial exercise, helping different children to see themselves as responsible role models, encouraging self-esteem and feelings of self-worth, particularly those children who struggle with peer relationships.

We also operate a **House System**. The school is divided into 4 houses across the Prep School. Siblings are kept in the same House to maximise family support and minimise family rivalry, but there is considerably friendly rivalry across the school. House Tag Rugby, Athletics, Netball, Cross-Country and Swimming matches are all played. Inter-House music, pancake racing and conker competitions also take place annually. House points are earned for good work and special effort and are monitored weekly. Children learn to strive to enjoy rewards for themselves and to celebrate the success of others and to manage disappointment and defeat in a supportive and caring environment.

Caring for the Environment: The children are encouraged to care for their environment. They use the School Garden as part of their Science lessons and Gardening Club. In the wider ecological world, Woodland Club regularly visits Staverton Nature Reserve as well as making use of our outdoor classroom. A weather station and mapping of weather data, as part of the Geography syllabus, contribute to children's awareness for their environment and develops understanding of the wider issues.

Charitable Giving: As well as discussing our place in the wider world, the pupils actively support the children in Magejjo School in Uganda. We have very close links and visits from the Parish Priest of the area and constant updates on the school's progress. All the children understand and feel connected to Magejjo, its community and its children. Ad-Hoc fundraising activities also take place in response to, for example, humanitarian disasters. (e.g. Ukraine War Appeal)

By encouraging an active interest in others less fortunate than themselves, we aim to foster an understanding of the children's own position in the world and their wider responsibilities to others less fortunate in a material sense, but who may have much to teach us about joy, happiness and contentment with the little they have. Totnes Caring, a charity which looks after vulnerable elderly members of the local community are hosted one afternoon each year by Prep 6 at school. They perform music for them and give them afternoon tea while chatting to them and entertaining them. Our Reception children have strong links with a care home Harbourside in Paignton. The children forged strong relationships with the residents while playing games and singing Christmas songs all together. This has proved trickier to continue with during the pandemic, however we hope to regain this link as soon as is safe to do so. Each December, our Winter Fair sends any money that is raised to Rowcroft.

Building Confidence: As part of encouraging children to recognise their strengths and overcome their fears and weaknesses, we give the pupils as many opportunities as possible to speak to adults with confidence, to speak to small groups and to read and take part in larger group activities. Each child in the school takes part in a termly Poetry Assembly presented to an audience of peers and parents. Drama activities involving improvisation and performance

are provided throughout the school and discussions and debates are encouraged throughout the curriculum. Debating Club and Prep 6 Citizenship lessons provide ample opportunity to build these negotiation and listening skills. Prep 6 attend an annual Junior Life Skills event that enables them the chance to learn about emergency services and their role in the community.

Visits: Enrichment Week is a highlight of the school year. Trips are organised throughout the school to enable the children to explore the curriculum outside of the classroom. All varieties of educational visits promote self-awareness, care of self and others' safety, as well as the educational content of the visit. At St. Christopher's we value highly the ability (using the minibuses) of being able to take the pupils out to all manner of curriculum enhancing opportunities, which provide them with educational stimulation and physical and emotional challenges.

A Residential weekend for Prep 6 pupils encourages independence, coping with challenges and being outside their comfort zone. They learn a great deal about themselves and how to deal with difficulties. Prep 4 attend a 1 night and Prep 5 a 2 night residential in Cornwall at an outward bound activity centre.

The PSHE curriculum and the ethos of the school, is overseen by the Head and assisted by all of the staff in a pastoral role. However, by its very nature embedded as it is in the ethos of the school, ALL staff are involved in its delivery. Any issues arising are discussed informally at a weekly staff meeting. Sensitive personal issues are dealt with by the Form Tutor or Head as appropriate.

Some areas of PSHE curriculum are dealt with in smaller groups enabling the programme to be as flexible as possible, meeting the needs of all the children and encouraging staff to respond effectively to particular incidents when necessary. Staff use a variety of methods to deliver topics: circle time; role play; discussion time; small group work; one-to-one sessions where necessary.

Resources:

PSHE Curriculum – PSHE Association

RSE Policy

R.S Curriculum

Science Syllabus

ICT Syllabus

Citizenship – UK Parliament

PSHE SCHEME OF WORK POLICY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	