



# PSHE Policy

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## **Introduction**

Our School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education, and despite it being a non-statutory subject, it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

## **Aims & Objectives**

The aims of this policy are to:

- To set out the expectations of PSHE within Our School.
- To outline how PSHE will be delivered across the school.
- To ensure that all members of the school community understand how we support our children in becoming valued members of society.

## **Intent – What we are trying to achieve?**

- The intent at for PSHE education is to deliver a curriculum that provides pupils with the experiences, knowledge and skills to become good citizens in the future.
- It is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.
- Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.
- As a result of our PSHE programme, pupils they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially.
- It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.
- Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- They will be helped to develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy.
- Using a growth mindset strategy, the children will become resilient, flexible learners, knowledgeable for the future.



### **Implementation – How do we translate our vision into practice?**

- As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, Relationships and Sex Education (RSE) and the importance of physical activity and diet for a healthy lifestyle.
- The planning for PSHE lessons at our School are bespoke and personalised over the course of a school year. We focus on developing our pupils' knowledge, skills and understanding based on the three core themes of PSHE education: health and wellbeing, relationships and living in the wider world.
- The toolkit was adapted to best meet our pupils' readiness and needs.
- School planning has been adapted from the PSHE Association long-term planning that covers all three core themes over three terms. It takes into account progression and development of pupils' understanding of the overarching concepts and development of essential skills.
- Topic areas are arranged into half-term 'units', which have been adapted to suit our planning requirements.
- Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of our school and the needs of our pupils.
- A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of 'one-off' topic.
- PSHE is taught either as individual sessions over a period of a half term or in blocks where appropriate so that we can best meet the children's needs. Discrete PSHE lessons enable us to achieve continuity, progression and meaningful assessment from using a cross-curricular approach.
- At appropriate times in the year, there are also themed days or weeks e.g. Anti-Bullying Week.
- We promote a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. Within this context, we provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.
- We also promote mindfulness allowing children to advance their emotional awareness, concentration and focus.



- Our PSHE units are linked to safeguarding, the school values, British values, rights and responsibilities Character Education and Growth Mind-sets so that the children have depth and breadth within this area of the curriculum.
- Lessons involve class discussions and group activities and evidence of the work completed is gathered into a class book so that the focus is on the discussions and the children's understanding of what is taught and not on the written aspects.
- RSE is taught as part of broader PSHE education. This allows pupils to develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy; drugs and alcohol; equality and prejudice; and health. SEE CURRICULUM MAP
- As needed, support is provided to children when they find particular topics more challenging and each teacher is very aware of potential trigger areas

### **Teaching and learning**

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- We encourage the children to take part in a range of practical activities that promote active citizenship,  
e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.



- At playtimes and lunch-times opportunities exist for playing co-operatively using play equipment.
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues and positives connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour.

Some children are working at a developmentally younger level – we will support them to

- 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.

- Managing Self

- 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.

- Building Relationships

- 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.

- Everyone's Welcome

At School, we are committed to preparing our children for life in the diverse society, which is modern Britain today. As a school community therefore, it is important for us to continue to commit to the shared values that diversity is a strength and an asset; that every individual has equal human value and that a secure and safe environment, as well as peaceful conflict resolution, are essential to learning and to society.



Using the 'Everyone's Welcome' programme to promote an ethos of inclusion and tolerance, we make our children aware of the Equalities Act through picture books/stories, drama, discussion and assemblies.

The focus of the programme is around noticing, celebrating and developing resilience around diversity.

The work we do is not a one-time conversation, but rather a continual process of education through an open and ongoing reflection.

Our aim is to foster an environment where all members of our community feel welcome, valued, and accepted so that our children leave primary school happy and excited about living in a world full of difference and diversity, whether that difference is through ethnicity, gender, ability, age, sexual orientation or religion.

Class teachers will deliver the programme throughout the year using developmentally appropriate picture books. All school staff will promote and recognise the 'Everyone's Welcome' ethos as part of the school day.

Assemblies will support and explore related topics and promote the inclusive ethos.

### **Why is it important?**

It is important we create a school culture in which children, staff and the whole school community work together to foster an environment of inclusivity through effective spiritual, moral, social and cultural (SMSC) and character education.

It is vital that our pupils can discuss inappropriate and discriminative language and understand how to address boundaries in order to prepare them for a future in modern Britain.

### **Relationships and Sex Education (RSE)**

See policy

### **Developing Pupils' Cultural Capital**

Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.

At Our School, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.



## **Pupils Leadership Teams, School Council**

At School, we encourage our pupils to play an active and positive role in contributing to the life of the school and its wider community. Through doing this, we help develop children's independence, responsibility and help create a strong sense of self-worth.

### **School Council**

The School Council at School is elected through a fair and democratic process. Each September, children in and what they would do to make the school an even better place. The whole school then votes for their selected candidate.

We also hold elections within each class to find our Class Representatives. Their job is to feedback the key information from each meeting to their class. They are to then gather any ideas that their class may have ready for the next meeting. Having representatives from each class makes sure that the children's voices are heard.

By the development of class meetings and a school council, we aim to ensure that the pupils will experience the process of democracy in school. We teach them how society is organised and governed and about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

### **Inclusion**

At School we teach aspects of PSHE, Citizenship, RSHE and Independence to all children, whatever their ability. This forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

### **Assessment and Recording**

Teachers assess the children's work by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills which we discuss with parents during Parents' Evenings and additional meetings/discussions that take place throughout the year. We report to parents in school reports.

### **Resources**

PSHE resources are constantly being reviewed and evaluated to ensure that children are receiving the most up to date information that will assist teachers and teaching support staff in the delivering high quality sessions. The PSHE Association provide a number of resources that staff will be made aware so that they can make use of any appropriate resources linked to a particular strand.



A range of resources to assist with supporting and enhancing learning in are collated on the school's shared area. Documents and other published materials, which are used as a basis of teaching are modified and adapted as appropriate.

### **Impact – What impact do we want our PSHE curriculum to have on our pupils?**

- Children will have a developed sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.
- Children will know how to keep themselves safe physically, mentally and technologically.
- Children will understand and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Children will understand how to make a positive contribution and become a responsible global citizen.

### **Links with other policies**

- Relationships & Sex Education
- Positive Behaviour policy
- Health and Safety Policy

### **Monitoring and review**

The Headteacher is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

### **Responsibilities**

This policy is monitored by the Proprietary Body and will be reviewed in three years or earlier if necessary.

The Governing Body of Our School is responsible for determining the content of the policy and the Headteacher for implementation.