# PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

**Approved via GovernorHub**

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| **Approved Date** | **January 2025** |
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**PERSONAL, SOCIAL, HEALTH EDUCATION POLICY (PSHE)**

This policy has been adopted from the Cambridge Personal Development Programme and the Staying Safe Scheme for Personal Safety.

**Definition of PSHE**

Personal, social and health education includes self-esteem, sex education, drug education, personal safety, relationships and citizenship. This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education. We will teach these two statutory subjects in the context of our wider Personal, Social and Health Education (PSHE) curriculum.

**Aims**

**Our aims for PSHE are:**

- *To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships*
- *To support the development of resilience, self-esteem, self-efficacy and aspiration*
- *To offer accurate and relevant knowledge to support decisions about personal wellbeing and health*
- *To explore the relevance of knowledge for personal situations and decision making*
- *To offer opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- *To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.*

**PSHE Content/Teaching Objectives**

We primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE.

When PSHE-related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. The key texts we use are listed within the Cambridgeshire PDP Units of Work.

At our school, PSHE focuses on our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision). It includes teaching and learning within the following strands and themes:

- **Myself and My Relationships** - including Emotional Wellbeing, Beginning and Belonging, Anti bullying, Family and Friends and Managing Change.
- **Healthy and Safer Lifestyles** – including Personal Safety, Drug Education, Sex and Relationships

Education, Healthy Lifestyles and Safety Contexts (including Road Safety).

- **Citizenship** – including Diversity and Communities, Rights, Rules and Responsibilities and Working Together
- **Economic Wellbeing** – including Financial Capability.

We aim to develop an environment where children are able to ask questions and discuss issues freely and without embarrassment.

**Curriculum organisation**

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ... will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- Designated timetabled lessons in PSHE (at least 30 minutes per week)
- Subjects across the curriculum
- Enrichment weeks/days
- Visitors
- Assemblies on our school's values
- Small group interventions

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

**Teaching and learning strategies**

In order to address the active learning triangle a wide range of teaching methods should be employed:

Knowledge

Skills Attitudes

These should include circle time, working in pairs or small groups, whole class discussion, brainstorming, using drama and role play, use of puppets, the 'draw and write' approach and the use of stories. Lessons from the Cambridgeshire Personal Development Programme will be complemented by the use of other resources such as:

- Factual information provided by staff.
- Staff produced worksheets, following teacher input.
- Commercially produced worksheets, relevant to particular themes.

- Videos relevant to themes
- Computer programs which provide information, illustrate themes or stimulate discussion.
- Talks by visiting professionals to complement teachers' work.

Most teaching will take place in mixed gender groups but occasionally it may be necessary to organise single sex groups for certain aspects, i.e. the hygiene aspect of menstruation.

Pupils with special educational needs are taught as part of class groups and supported with differentiated work when necessary. Additional adult support may be available in some sessions.

The areas covered may be:

- Teacher initiated – to cover specific problems.
- Pupil initiated – in response to a problem or concern.

It is intended that PSHE education should be comprehensive and well planned to enable children to become successful as they progress through life. It is also necessary and important that it remains flexible, in order to meet the needs of the children. Since these needs differ from year to year, it is essential that the policy retains flexibility and adaptability to enable us to fulfil our aim of guiding the pupils towards independence and self confidence in the following years.

To ensure continuity and progression we have adopted the Cambridgeshire Personal Development Programme. The units of work within these programmes follow on from and build on work from previous years they also meet statutory guidance.

**Assessment of PSHE**

It may be useful at the commencement of a unit of study to carry out an assessment to determine the children's prior knowledge and understanding. This will ascertain the correct starting point for the work to be most beneficial. Self-assessment has a key role in P.S.H.E., particularly in areas relating to personal and social development. Any judgement about self-worth has to be made by the individual. It does not have to be shared.

It is inappropriate to assess pupil's values, but reflection on personal values in relation to those of school and society is possible. Teachers have access to the DfE end of key stage statements relating to PSHE as a guide to how children develop these skills as they move through school.

Factual knowledge and understanding can be assessed. Assessment of knowledge may take the form of word searches, knowledge webs, quizzes or games. Understanding the ability to apply knowledge can be observed and assessed in real or simulated experiences.

**The Role of the Subject Leader**

The Subject Leaders will monitor the PSHE planning to ensure that every age group experiences good PSHE experiences and lessons over the range of skills outlined in the school's policy. The Subject Leaders will select relevant teaching aids and resources to enable teachers to fulfil their planning.

**Planning**

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. The Subject leader produces a long-term whole-school plan detailing the teaching and coverage of PSHE in each year group and supplies lesson plans and Cambridgeshire Personal Development Programme resources.

**Confidentiality**

We will act in accordance with the 1989 Children's Act with regard to confidentiality. However, the school undertakes to inform parents fully of any serious concern or incident within school. The school will also inform Social Services if necessary for guidance or action.

**Community links and Curriculum Visits**

Visiting professionals should provide a stimulating and enriching experience for pupils and as such will be welcomed into school to work with the children. The agenda of these visits will be planned with the staff beforehand. Visitors will not be left alone with children during these sessions. Staff will be present to monitor the appropriateness of content and to act to maintain this, if necessary. Where possible, links will be made with the community.

**Links with National Curriculum**

Certain areas of PSHE have direct links to the National Curriculum and will consequently be taught in other subject's areas as well, particularly science.

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education* from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social and Health Education (PSHE) curriculum.

We also have a Behaviour Policy, stating clearly the school's expectations of children and adults and outlining our approach to bullying. There are also polices regarding Substance Use and Misuse, Sex Education and Road Safety.

The PSHE policy will be reviewed in two years' time in accordance with the School Development Plan.

**Inclusion**

We understand the importance of ensuring that all pupils in our school receive their entitlement to PSHE. We carefully consider each child's needs when planning and delivering lessons. In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and in acknowledging different experiences, views and beliefs, seeks to promote understanding and appreciation

in order to ensure the PSHE curriculum meets the needs of all.

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage exploitation.
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with pupils with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff, including ancillary staff and carers, in policy
- development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

**Monitoring and Development of PSHE**

Monitoring the effectiveness of this policy is the responsibility of the subject leader. Information will be gathered from the head teacher and the Cambridgeshire PSHE scheme of work and team, parents, staff and pupils to inform judgements about effectiveness.

The leader will gather information using a variety of tools such as pupils' self-evaluation, assessment activities, pupil voice, parent questionnaires and staff views.