



Personal, Social, Health and Economic Education Policy

Updated: 12-24
Prepared by: KED/LIA/TZL

Next Review: 12-26
Approved by: Governors

This Policy applies throughout the School from the EYFS to Year 6.

Aims

This Policy sets out how we aim to enable pupils to gain knowledge and develop skills which will help them to stay safe, develop personally, interact positively with others and gain the confidence to make informed and justifiable choices and decisions now and in the future. This includes helping pupils to identify the characteristics of healthy relationships, how their own and the behaviour of others may affect mental and physical health and also how to stay safe online. In addition, the Policy sets out how the School aims to enhance all pupils' quality of learning by creating a supportive environment where pupils feel free to speak with the confidence to know that they will be listened to.

The School's Personal, Social, Health and Economic education (PSHE) programme has been devised as an effective means of providing pupils with the time and opportunity to explore and engage with a wide range of important topics and equips them with the age-appropriate knowledge and ability to understand and manage difficult situations. Challenging issues are introduced in an age-appropriately. Topics may be introduced to the School community in assemblies and included in PSHE sessions which take place weekly in each class, or embedded in the curriculum in the EYFS. They are also referred to during other lessons, School and home situations.

The PSHE programme is one way in which the School discharges its responsibilities under the Government's Prevent duty by inculcating the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Delivery

PSHE may be delivered in assemblies, themed weeks such as Mental Health Week, Circle Time sessions, specified lessons, many other subject lessons and during other interactions between members of the School community. Other areas of PSHE are covered in talks by visiting speakers and in educational visits, in Cavendish Conversations and so forth.

EYFS

Personal, Social and Emotional Development is one of the prime areas of the EYFS curriculum and PSHE is delivered in line with this to Nursery and Reception classes.

KS1 and 2 PSHE lessons and circle time

- We provide an opportunity for pupils and their class teacher, or where appropriate a senior member of staff, to discuss a variety of topics and relate them to the School's values, the School's Thinking Skills (see Appendix) and fundamental British values
- Pupils are awarded House Points for displaying Thinking Skills and for exemplary behaviour

- Pupils are given an equal chance to talk freely, have their contributions valued and develop skills of verbal expression and listening skills
- Critical analysis of arguments is encouraged, as is sensitivity to other people’s views, beliefs and values

Organisation of teaching and learning

New themes and Thinking Skills are introduced in whole-School or EYFS assemblies and in each class’s PSHE lessons. Displays around the School help focus attention on the current theme and on the importance of our Thinking Skills in helping our pupils become self-reliant learners. We also hold themed weeks, such as Mental Health and Anti-Bullying Week to focus on particular topics.

Each class in the School has planned weekly sessions which follow the PSHE programme, as well as reactive sessions where appropriate. These plans may, in exceptional circumstances, be varied if there is a particular issue or issues affecting the class. Schemes of work are compiled which specifically address the needs of each year group. It is important for staff to feel they can develop their annual programme and deliver it with a flexible approach. This allows teachers to tailor the provided materials to the time available to best cater for the needs of the pupils. Throughout the academic year, all classes will cover age-appropriate themes within the following topics:

- E-Safety
- Healthy Bodies, Healthy Minds
- Relationships
- Sustainability and Citizenship
- Fundamental British Values
- Thinking Skills

To give all pupils equal opportunity to take part we have developed and agreed rules for PSHE lessons and Circle Time:

- Everyone should have an equal chance to contribute
- Everyone has a right to pass if they do not wish to speak
- Everyone’s contributions should be valued
- Confidentiality is emphasized when appropriate

Resources and enrichment

Schemes of work for weekly sessions are based on the resources shown below. Copies of the schemes of work can be found in the Curriculum Co-ordination folder in Shared Staff folders.

Materials	Location of Resources
Discovery Education Online Resource: including lesson plans and videos for both PSHE and Relationships and Sex Education (RSE)	Access via Cavendish Links. All staff have their own login information
P4C training material and resources	Shared Staff folders
Jane Simister’s training material and resources	With class teachers

Government guidance and information, including information on the promotion of fundamental British values and Prevent	<ul style="list-style-type: none"> • Library • With Head & Deputy Head (Pastoral) • Speakers from local services, fire brigade, police and parents
Books, puppets, games and artefacts of different kinds	<ul style="list-style-type: none"> • Staffroom • With class teachers • With PSHE Co-ordinator

Cross-curricular Links

Many other lessons include aspects of PSHE, for example:

- Mathematics - co-operation and investigation
- English - speaking and listening skills
- RS - Comparing religions and ethical topics
- History - Government and politics
- Geography – humanity and the environment
- Science - sex and relationship and drugs education
- Languages - other cultures
- PE - teamwork and empathy
- Art and Music – aesthetics
- School Council

Monitoring and evaluation

The structured programme forms the basis for delivery of PSHE. Class teachers are encouraged to adopt a flexible approach so that topics can be addressed as and when they arise. In order to keep track of the material covered, brief records of individual sessions and additional activities are kept by class teachers in their class PSHE file and also displayed on PSHE boards in classroom. The display boards are updated weekly by both pupils and staff, with images and information about discussions around our PSHE topics to reinforce their learning. Samples of PSHE work are kept by class teachers for inclusion in their PSHE files and in homework diaries. Pupils' personal progress and development folders are kept up to date and available. House Points are awarded to pupils displaying our Thinking Skills and for exemplary behavior. Regular meetings between year groups, sections and the whole staff allow discussion, feedback and modification of the PSHE programme.

Linked policies

- Anti-bullying Policy for Pupils
- Equal Opportunities Policy for Pupils
- Online Safety Policy
- Prevent Policy
- Pupil Mental Health Policy
- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection Policy

Resources

DfE guidance: *Personal, social, health and economic (PSHE) education* (September 2021)
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

DfE guidance: *Sex and Relationship Education Guidance* (March 2017)
<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

DfE statutory guidance: *Keeping children safe in education*
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Government: *Revised Prevent Duty Guidance* (updated April 2021)
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

DfE guidance: *SMSC requirements for independent schools* (2013 revised 2019)
<https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools>

Foundation Years guidance: *Fundamental British Values in the Early Years*
http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf

APPENDIX: PSHE Long Term Plan

Autumn Term	First Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Initiative, Ambition & Self-assurance • New Beginnings/Class Rules/Elections of school officials • E-safety • Reactive lessons for arising issues impacting on class*
	Second Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Originality, Curiosity • Relationships (Friends) • Reactive lessons for arising issues impacting on class*
Spring Term	First Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Focus, Persistence & Resilience; Reflection • Healthy Bodies, Healthy Minds • Reactive lessons for arising issues impacting on class*
	Second Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Risk-taking, Flexibility of Mind, Decision Making & Good Judgement • Fundamental British Values and Citizenship • Reactive lessons for arising issues impacting on class*
Summer Term	First Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Collaboration, Empathy & Consideration; (KS2: Integrity) • Relationships (Family) • Reactive lessons for arising issues impacting on class*
	Second Half of Term: <ul style="list-style-type: none"> • Thinking Skills: Communication • Sustainability • Reactive lessons for arising issues impacting on class* • Review of the year and transition

** Reactive lessons for arising issues impacting on class can include focusing on events that have happened during the school week/day. They may also be used to explore the Thinking Skills in greater depth, conduct P4C investigations or anything that you feel will be of particular importance to your class.*