



## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY**

*Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.*

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

---

Policy reviewed by:	Mrs Weldon School Effectiveness Committee, June 2022
Chair of Governing Body:	Caroline Fleming
Headteacher:	Rizelle Crouch
Policy review due:	June 2025 (review every 3 years)

### **Introduction**

Personal, Social and Health Education (PSHE) is concerned with the emotional health, well-being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and responsible citizens.

RSE (Relationship, Sex Education) is now in a separate policy. Drug Related Incident Management Policy is also separate.

We teach PSHE and Citizenship in a variety of ways. We recognise that all curriculum subjects are suitable vehicles for delivering PSHE and Citizenship. We also focus on a School Value, a 'Learning to Learn' skill and a Christian value as a whole school each half term.

### **Leadership and Management of PSHE**

The subject leader has the responsibility to take a lead in developing PSHE across the school within the School Development Plan, monitoring the effectiveness of teaching and learning and the use of resources. The PSHE Improvement plan is linked to SDP priorities and areas for development or monitoring identified by the PSHE Co-ordinator. Teachers and educational support staff can expect guidance from the subject leader, and support arising from the School Development Plan and that identified in Performance Management and induction programmes.

## **Aims**

We believe that PSHE and Citizenship should enable children to develop knowledge, skills, behaviour and attitudes to become healthier, more independent, and more morally and socially responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community taking on a range of roles and responsibilities.

In doing so we:

- help children to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- teach children how to understand and manage their emotions;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- show children how to form good attitudes and relationships with other members of the community and develop an understanding of differences between people and their viewpoints;
- teach children in simple ways how society is organised and governed, providing them with experiences of the process of democracy, and opportunities, responsibilities and experiences that will prepare them for the adult world through participation in the school council, and pupil initiated and led events such as sharing assemblies, fundraising and whole school themed activities;
- teach children about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society and to act in the wider world in a way that makes the most of their own and others' potential;
- develop children's knowledge and understanding of a healthy lifestyle including understanding the dangers of habitual use of non-prescription drugs and alcohol;
- teach children how to safeguard the environment;
- make children aware of personal safety which includes Online Safety.

## **Citizenship**

The incorporation of Citizenship into PSHE at Key Stages 1 and 2 allows for an integrated approach to themes of Citizenship e.g. the unit, "Rights and responsibilities" in Key Stage 1 and the unit "Democracy, having a voice" in Key Stage 2.

## **Drug Education**

We believe that the purpose of drug education should be to provide children with the knowledge and attitudes to appreciate the benefits of a healthy lifestyle and to relate these to their own actions, both now and in the future.

In doing so we:

- enable young people to challenge and explore attitudes;
- help young people to develop further sense of self-worth and self-esteem;
- help young people to distinguish between different substances, consider their use, misuse, benefit and harm;
- listen to young people's thoughts, feelings and concerns to ensure that drug education responds to their needs;

- counter any inaccurate messages and myths which young people may receive about drugs with accurate information;
- widen understanding about related health, social and legal issues;

## **Teaching and Learning Approaches**

PSHE is taught through interactive learning. Discussion, debate and circle time are used to develop interactive learning and, therefore, implement effective Personal, Social and Health education.

We emphasise active learning by including the children in discussions through class meetings, debate, circle time, investigations and problem-solving activities. We encourage the children to take part in a range of tasks around the school, charity fundraising, the planning of school special events, and involvement in helping other people who are less fortunate than themselves.

In active learning we encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

## **The PSHE Curriculum**

A programme for PSHE follows the Jigsaw programme. The six key strands are; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Lessons are taught weekly. Alongside this planned programme of work the children have opportunities to share concerns and issues relating to their well-being. Additional material on RSE, Drugs and Alcohol Education, and Internet Safety are taught as appropriate. Time is allowed for dealing with issues and matters that arise in the course of discussion and from the pupils' work. This enables the pupils' immediate concerns to be listened to and resolved. The opportunity for confidential discussions to deal with individual concerns is made available by class teachers as necessary.

## **Planning, Assessment and Recording**

### **The Foundation Stage**

We teach PSHE to Reception children as an integral part of topic work. We relate PSHE aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS) Curriculum. We also support Citizenship in the development of children's 'Knowledge

and Understanding of the World'. Children are assessed against the EYFS age related statements and end of year Foundation Stage Profile.

### **KS1 and KS2**

Planning for PSHE follows the Jigsaw Scheme.

Regular opportunities are used to assess pupils, using the Jigsaw assessments, pupil voice and class discussion.

### **Inclusion**

PSHE positively supports the school's policy for inclusion. We teach PSHE and Citizenship to all children, regardless of ability. Teachers provide learning opportunities to match the individual needs of children with learning difficulties. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

### **Confidentiality**

Class Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner and in confidence. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters cannot remain confidential. Staff will report such incidents to the Headteacher who will decide whether the matter should be dealt with as a child protection issue (see Child Protection Policy).

Staff will also liaise with parents and carers regarding questions which arise that are of a sensitive issue or personal nature outside the schemes of work.

### **Visits, Visitors and the Use of Outside Agencies**

The school uses several outside agencies to contribute to the PSHE programme e.g. School Nurse, Fire-fighters, Police Officers. These visitors have been carefully checked. Preparation and planning of such visits is carefully undertaken in order to maximise the benefits of the visit. Visitors do not take sole responsibility for classes and the Class Teacher or Teaching Assistants are always present.

Out-of-school activities add greatly to the quality of PSHE provided. It is important that pupils have the time to reflect upon their experiences and the ways in which they and others were affected.

### **The Curriculum**

The curriculum is matched to the needs of the children. Opportunities are provided for children to express their views and suggestions by way of pupil interviews. The school council encourages children to be involved in whole school decision making and allows pupils to suggest whole school themes and improvements to school life.

## **Parent Partnership**

Pupils are sometimes expected to undertake some PSHE activities as homework.

Parents are advised of topics to be covered in PSHE in the termly class curriculum newsletter.

Parents are encouraged to support their children and appropriate workshops are arranged to meet the children's needs. In addition, a variety of parenting events are communicated to parents in the school newsletter.

## **Cross-Curricular Links**

Pupils will have opportunities to apply their knowledge, skills and understanding of PSHE in other areas of the curriculum including RE, English, Geography, History, Physical Education, Science, Computing and E-Safety.

PSHE provides opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation;
- become aware of and discuss safety and other issues relating to electronic communications.

## **Linked Policies**

- Anti-Bullying
- Behaviour & Discipline
- Child Protection
- Management of Drug Related Incidents
- Equality
- Health & Safety
- Relationship and Sex Education Policy
- Teaching & Learning
- Safeguarding policy
- Safer recruitment
- Online Safety

## **Staff CPD and Training Opportunities**

Many of the issues raised in PSHE activities are sensitive. The presence of trusted adults other than the teacher can enrich PSHE. It is important, therefore, that all staff, particularly

teachers, are aware of the different dynamics in the class when adult/parent helpers / visitors are present during activities and discussions.

Training needs will be monitored by way of Performance Management and appropriate support and/or training will be provided by the Subject Leader or external provider, as appropriate.

### **Monitoring and Evaluation**

Pupils' progress and the quality of PSHE teaching will be monitored by way of:

- pupil interviews;
- learning walks;
- work samples;
- planning sampling and scrutiny.

### **Review**

This policy will be reviewed in line with the school's policy review programme. The subject leader is responsible for reporting to the Governing Body, School Effectiveness Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.