



## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Sarah Gillam
PSHE Coordinator	Naomi Becker
SENCO	Stephanie O'Hara

This policy sets out the aims, principles and strategies for the teaching of Personal, Social, Health and Economic Education (hereafter referred to as PSHE) at the School.

The aim of this document is to acquaint the Executive Head and Proprietor, the teaching staff and parents and pupils about the purpose, nature and management of PSHE at the School.

This policy is intended for the whole school, including children within the Early Years Foundation Stage (EYFS) setting.

### WHAT IS PSHE?

PSHE deals with life skills and aims to enhance the quality of community life here and now, and to prepare children for their time at secondary school and in the adult world beyond. It explores real life issues such as relationships, self-esteem, growing independence, healthy living and good citizenship. It also aims to encourage

spiritual development which, if properly and fully addressed, will enable the moral, social and cultural learning to fall into place more easily.

### AIMS AND OBJECTIVES OF PSHE

- To develop self-awareness, positive self-esteem and confidence
- To encourage a healthy lifestyle by an understanding of diet, exercise and cleanliness
- To help pupils to learn how to keep themselves and others safe
- To develop effective and satisfying relationships
- To learn to respect the differences between people
- To develop independence and responsibility
- To develop an awareness of the role of money individually and within society
- To encourage individuals to play an active role in society
- To develop the potential of every child so that they will make the most of their abilities
- To learn how to make informed and sensible choices
- To develop good communication skills
- To provide opportunities to discuss personal values

### VISION

From the earliest stages, children are encouraged to have confidence and self-respect, to work well in groups and independently, and to show sensitivity to others, including those of different cultures and beliefs. They are encouraged to discuss issues with their teacher and with one another, and to put into practice in everyday living, concepts such as courtesy, fairness, sharing, honesty and tolerance. In line with DfE guidance on Spiritual, Moral, Social and Cultural development of pupils 2014 (paras 19 and 51) the School will actively promote fundamental values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We are aware that these values are "caught" as much as "taught", and as a staff we are committed to modelling excellent standards of behaviour in our relationships with one another, with our pupils and with all members of the community.

In line with the Economic Education and Equality Act 2010 (para 39) the School will include economic education alongside respect for other people with particular regard to the protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex and sexual orientation.

With regard to the SEND Code of Practice 2014 the School, including the EYFS, follow a cycle of action: assess; plan; do and review consulting with the SENCO appropriately and provide an Education, Health and Care Plan (involving external agencies as appropriate).

When delivering the PSHE curriculum, the School, with regard to the DfE document Keeping Children Safe in Education (KCSIE) September 2023 will actively ensure that safeguarding of all children is of paramount importance (**Child Protection and Safeguarding Policy**)

The School actively seeks to ensure that the guidelines of the Prevent Duty Guidance (as updated June 2016) to identify and protect children vulnerable to radicalisation and extremism are adhered to via the DfE's **Prevent** training.

### THE TEACHING OF PSHE

PSHE is delivered in a variety of ways, both within the standard curriculum, in for example subjects such as Science, and Religious Education, and in Circle Time and Class Time. Assemblies provide a unique and important opportunity to present themes relevant to this subject. Playtimes, meal times and informal conversations with adults all contribute significantly to this aspect of education. The schemes of work ensure that the areas of study which we have identified as relevant to this subject are built into medium term planning at every level in the school.

### LESSON TIME ALLOCATION

All classes allocate one lesson per week (approximately 30 minutes) to PSHE. Timetabling may be flexible to suit the needs of each class. PSHE topics are often also covered in other areas of the curriculum - particularly Science, Humanities, English and Computing. Further opportunities for PSHE learning and discussion are embedded into our daily practice through assemblies, events, House competitions, School Council and more. This enables children to explore PSHE themes beyond their timetabled lesson time

### HOMEWORK

There is no formal homework, but values and themes are often integrated into project work and assemblies and parts of these may be completed at home. We also encourage parents to be involved in our work in PSHE and may email for their input on a particular project.

The Early Years Foundation Stage (EYFS) Policy outlines the curriculum for personal, social and emotional development for the Reception class. In the EYFS, parents are involved in the Social and Emotional Development area of learning and may contribute via Tapestry.

### EQUAL OPPORTUNITIES

We are committed to ensuring that all pupils have equal access to the curriculum, regardless of their gender, race, cultural background, ability or physical disability, and with reference to all protected characteristics as defined by the Equality Act 2010.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Wherever practical, provision will be made for pupils with special educational needs, where this affects their ability to take part in PSHE lessons. They may have sensory difficulties, cognitive limitations, and/or emotional and behavioural difficulties. It is the responsibility of the teacher to ensure that any special materials/equipment needed for a lesson is available to these children.

## HEALTH AND SAFETY

At all times the Health and Safety of pupils and staff must be protected. Please refer to the school's **Health and Safety Policy**.

## THE PSHE CURRICULUM

PSHE permeates the whole curriculum. The appendix gives examples of key PSHE topics taught within the curriculum. It is not intended to be an exhaustive list, because PSHE issues may arise from a wide variety of learning situations, however, it should indicate what topics are covered through PSHE lessons during Key Stage 1 and Key Stage 2.

### EYFS and Key Stage 1

PSHE starts from the children's own experiences and is often best developed through these. Class teachers will therefore seek to use opportunities as they arise as well as planning for coverage of topics across the Lower School year groups.

### Key Stage 2

Here, PSHE is more topic-based and can often be developed through cross-curricular links. Particular units are therefore allocated to the year group where they are most appropriately taught.

The main themes covered within the Social and Emotional Aspects of Learning (SEAL) framework are:

New Beginnings; Say no to bullying; Good to be me; Relationships; Getting on and Falling out; Changes; Going for goals!

It is left to the discretion of the individual teacher to introduce the topics in the order in which they are most relevant. In this way the best use can be made of cross-curricular links and more cohesion is apparent across the curriculum.

## THE REVIEW OF PSHE POLICY AND CURRICULUM

The teaching of PSHE at the School is under constant review as we incorporate contemporary issues into the programmes of study, alongside regular curriculum

modules, such as physical and emotional development, study skills and promoting a safe and healthy life style.

This policy should be read in conjunction with the **Relationship and Sex Education Policy**.

Sarah Gillam

Head Teacher  
September 2023

Review approved by Eveline Drut – Executive  
Head Teacher  
Next review date: August 2024

## Appendix 1: PSHE Topics

### Key Stage 1

#### Developing confidence and responsibility:

- undertaking small tasks such as taking the registers to the office
- taking part in school assemblies, Christmas productions, or concerts
- learning about safety on the roads and in other environments.
- handling different types of equipment safely – DT, PE & Science
- recognising people who keep us safe
- the emergency services and how to make a 999 call

#### Preparing to become an active citizen:

- learning to listen to others in class
- the difference between right and wrong
- taking turns and being fair to others
- appreciation and care of the natural world
- what improves or harms our local community
- respect for older people
- learning the value of money

#### Developing a healthy lifestyle:

- personal hygiene and its importance
- naming parts of the body
- the importance of exercise and a healthy diet
- the right use of medicines and the harmful effects of taking them without consulting parents or doctors

#### Developing good relationships

- listening and sharing
- respecting differences between people and handling disagreements
- why teasing and bullying is wrong
- family tensions and reconciliation
- asking for help from adults at home, in society and at school
- making friends

### Key Stage 2

#### Safety:

- safety in the home – the dangers of electricity, fire and medicines
- water safety
- handling equipment safely, e.g. in Science or ICT
- Understanding the importance of on-line safety

### Health:

- reasons for exercise — for health and enjoyment
- effects of exercise on the body
- developing a healthy lifestyle
- individual and team sports
- importance of good hygiene
- teeth care
- effects of substances such as tobacco, alcohol and other drugs, and how these can be harmful
- importance of clean water
- food and hygiene

### Care of the Environment:

- conservation and protection of wildlife
- importance of the rainforests
- rubbish, waste, and recycling

### Citizenship

- different cultures in society
- what is racism? What is prejudice? What is radicalisation?
- respect for those with different views
- the needs of the elderly, ill and disabled
- qualities needed for leadership
- human rights and responsibilities
- the concept of democracy and how it works in Britain
- the role of Parliament
- the right to vote
- the influence of the media
- the European Union

### Drug Education

- how drugs differ from medicine
- common medicines used in the home
- useful drugs e.g. penicillin
- learning to say NO to illicit drugs

### Sex Education and Family Life (see **Relationships and Sex Education Policy**)

- puberty and the physical, emotional and social changes
- menstruation and its management
- human reproduction
- the importance of family life and emotional support

