St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford CE Primary School

PSHE Policy

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Approved by the Committee/Governing body	*LGB – Long Melford CE Primary School*
Signature of Chair of Governors	
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PSHE Policy

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to

Enable children to become healthy, independent and responsible members of their community and the wider society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Faith Council, Well-being champions and School Sports Leaders.

This builds on their deepening knowledge and understanding of themselves as unique and loved and created by God. We truly believe that every child has a unique and wonderful purpose in this world and it is our aim to help every child fulfill their potential and more whilst here at Long Melford and in their life beyond. Learning to be healthy, independent and responsible members of society will enable this purpose to be fulfilled in a life that can be characterized as 'Life in all its fullness'.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- The Department for Education (DfE) has, however, stated in section 2.5 of the national curriculum framework that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.
- **Our school will be following the PSHE Association programme of study**. Using this as guidance; we have written a scheme of work with termly and weekly objectives for each milestone (KS1, LKS2, UKS2) group covering the programme of study themes.

- We will also have access to resources on the Kapow website for PSHE lessons that support the lessons from PSHE Association.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy will be found on our school website in the section entitled 'Policies'. Paper copies can be requested.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each milestone.

A whole school approach will be used to implement this programme. This policy aims to promote pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, SRE Policy and Race Equality Policy. In following the programme, our pupils will be taught the three core themes of PSHE, 'Health and Wellbeing, Relationships and Living in the Wider World, using knowledge, skills and understanding.

Skills and Attitudes

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Opportunities for Personal, Social, Health & Economic Education (Spiritual, Moral, Social and Cultural)

All staff, with the support of parents and carers are consistently promoting, modelling and embodying the school's ethos and articulated values. All staff recognise opportunities that can serve to develop and promote SMSC in their classrooms and in other contexts. This sparks children's passion for learning, because they make connections, understand themselves better and begin to see more relevance in what they are being taught.

Aims

- The aims of PSHE are to enable the children to:
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community

These are summarised and taught in three 'Core Themes':

- Health and wellbeing
- Relationships
- Living in the Wider World

Subject Content

- We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences
- In our teaching, PSHE is closely linked with all other subjects within the curriculum. We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

Overarching Concepts within the Curriculum

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

- Career (including enterprise, employability and economic understanding)

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Key-Stages 1 & 2

Pupils should have the opportunity to learn about: **Health and wellbeing**

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Key-Stages 1 & 2

Pupils should have the opportunity to learn about: **Relationships**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships.

Key-Stages 1 & 2

Pupils should have the opportunity to learn about: **Living in the Wider World**

1. About respect for self and others and the importance of responsible behaviours and actions

2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities

4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

How is PSHE taught throughout the school?

See Appendix 1- Medium Term Plans.

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 provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

• Normally there will be a weekly PSHE lesson in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work. Sometimes work may be blocked into 1 week or 2 weeks to allow for in depth discussion which is revisited daily.

• Enrichment Days, such as good friend days etc.

• Opportunities will be found within other curriculum areas, eg. 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 Assemblies, including the promotion of Citizenship.

• Throughout the school there will be acknowledgement of SMSC in every lesson, through the teachers and pupils relationships with each other.

• Activities will be provided as group, class or school events and initiatives eg: community projects, school productions, assemblies for parents and friends, celebration assemblies, festival celebration assemblies and an annual residential trip for Year 6.

• At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.

• The children are involved when visitors come into school e.g. Hospitality council.

• In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.

• Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, ICT, specific adults, e.g. medical agencies, police service, fire services etc. This encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

All staff will teach PSHE without any reference to their own personal beliefs or opinions and thereby will remain unbiased and promote discussion around each subject.

Inclusion and Equal Opportunities

At our school we teach PSHE to all children. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, along with targeted pupils may have specific PSHE related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy.

Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour in line with our Christian Values.

4. Roles and responsibilities

4.1 The LGB

The governing body will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

The PSHE lead at Long Melford CE Primary School is Ms Marie Ryan

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

This policy will be reviewed by the Subject Lead Ms Marie Ryan **every 3 years**. At every review, the policy will be approved by the Local Governing Body at Long Melford CE Primary School,

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2020 and updated in April 2024 by the Management Team and will be reviewed every 3 years unless the need for review arises beforehand. It will be approved by Local Governing Body meeting.

6. Links with other policies

This policy links to the following policies and procedures:

Relationships Policy

Behaviour Policy