



*'Loving to Learn, Learning to Love'*



## **PSHE Policy**

**Last Approved:** September 2023

**Review Date:** September 2025

## **Personal, Social, Health and Economic Education**

PSHE enables our children to develop the knowledge, skills and attributes required to make informed decisions about their wellbeing, health and relationships. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. This curriculum provides our children with the opportunity to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community: in order to become successful learners, confident individuals and responsible citizens.

We as a school community have a commitment to promote equality in line with the **Equality Act 2010** (see appendix 1).

### **Aims and Objectives**

Through the delivery of our PSHE curriculum and supportive strategies, St Mark's aims to support children in all areas of their personal development, including this within our school values:

- Responsibility
- Equality
- Spirituality
- Perseverance
- Enthusiasm
- Commitment
- Trust

### **Content**

#### **In Key Stages 1 and 2, pupils are taught:**

##### **Core theme 1: 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, such as 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.

##### **Core theme 2: 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.

### **Core Theme 3: Living in the wider world – economic wellbeing and being a responsible citizen**

1. About respect for the 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.

### **Emotional Wellbeing**

At St Mark's Primary School, we aim to promote positive mental health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches to support vulnerable pupils.

### **Early Years Foundation Stage**

Personal, Social and Emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

Throughout the EYFS, PSED is one of the prime areas for planning and assessment in the curriculum. THE EYFS provides a good base for the PSHE programme of study to begin in KS1.

According to the 2021 EYFS guidance, PSED is a prime area, which results in three separate Early Learning Goals:

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

In the EYFS PSED runs through all other areas of learning as well as being taught specifically for example during Circle Time.

The EYFS 2021 guidance also states that children in the Foundation Stage should be supported to begin to develop an understanding of some of the similarities and differences between different religious and cultural communities. This can be found in the ELG for People, Culture and Communities and is referenced below;

### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

From Year 1 to Year 6 the PSHE curriculum is taught once a week as a stand-alone subject, through cross-curricular learning and/or during themed weeks such as anti-bullying week and e-safety week.

### **Cross-curricular links**

Maths	Statistics and money.
English	Speaking and listening skills.
Science	Animals including humans, all living things and their habitats, evolution and inheritance (Y6).
RE	Values and customs around the world.
Computing	Data handling programmes, cyber bullying and online safety.
Geography	Environmental issues and exploring different countries and cultures.
PE	Healthy living.

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of celebration
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs - singing, drama, art & craft, computing
- Social and fund-raising events
- Theme days/weeks, for example Interfaith week, Art week, World Book Day, science week
- Mini enterprise projects
- Charity events
- Leadership opportunities, for example: Prefects, Playground Leaders, representatives on our School and Eco Council.

### **Differentiation**

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks
- Scaffolding learning
- Providing differentiated or adapted learning
- Use of a wide range of resources/materials, which are selected to meet pupil's needs
- Direct support offered to pupils
- Response to work and learning, given by the teacher or support staff
- Appropriate grouping of children where necessary.

### **Equal opportunities**

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This is achieved through creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view (positively) differences in others. We will ensure that:

- All forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- There is differentiated work to support learning of children of all abilities
- All children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- There are good adult role models in school

### **Inclusion**

Every child at St Mark's CE Primary School has the right to be included in all learning opportunities. Our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so that they can facilitate their own development.

### **Special educational needs and disability (SEND)**

Each child at St Mark's CE Primary School regardless of age, race or gender has the right to be taught at an appropriate level to fulfil their potential in this area. Children are taught PSHE from the Foundation Stage onwards. Children with SEND are identified as early as possible and their needs addressed in accordance with the school's SEND policy and with reference to the SEND Code of Practice. Children with SEND linked to their personal, social and emotional development will be supported accordingly by staff or where necessary, by Learning Mentors from the SEND Inclusion Team.

### **EAL Entitlement**

Children with EAL are entitled to access the whole curriculum. In the teaching of PSHE, children will be taught at an appropriate level for their language development. Teaching strategies will give consideration to cognitive demands as well as language demands. Teachers will use the Bell Foundation assessment framework to assess children and inform planning for pupils with EAL, in accordance with the school's EAL policy. Children that are new to the school and to English will access provision within 'Sunbeams', which focuses on allowing children to become used to new customs and social skills as well as acquiring some basic English.

## **Responsibility for the policy and procedure**

### **Role of the Local Governing Board**

The Local Governing Board has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor and PSHE leader;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Local Governing Board on the success and development of this policy.

### **Role of the PSHE Leader**

The PSHE Leader will:

- Ensure coverage of all statutory requirements and maintain an overview of PSHE aims and objectives
- Ensure balance, continuity and progression within all areas of PSHE
- Review and monitor planning giving constructive feedback to teachers
- Support colleagues in the teaching of PSHE, informing staff about current developments in the subject
- Provide a strategic lead and direction for PSHE in school
- Monitor, evaluate and review the implementation of new initiatives to identify any INSET requirements and resource implications
- Managing a budget in order to be accountable for what has been spent and completing an audit for what is needed
- Provide help, ideas and support to address the needs of individual teachers and whole staff
- Maintain resources and give advice on their use, with reference to the health and safety policy

### **Role of school staff**

School staff will:

- comply with all aspects of this policy
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination



- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community.

We ensure all school staff have equal chances of training, career development and promotion.

Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities.

### **Role of pupils**

Pupils will:

- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- embrace the school values so they can act as responsible citizens
- liaise with the school council to support future developments of PSHE
- take part in questionnaires and surveys.

This will be achieved through:

- time tabled sessions
- themed weeks e.g., enterprise / anti-bullying week
- the school website
- school events
- communication with home e.g., newsletter
- transition

### **Role of parents / carers**

Parents/carers will:

- be aware of this policy
- contribute to any consultations linked to this policy
- take part in periodic surveys conducted by the school. E.g., antibullying survey

### **Resources**

PSHE resources are located in:

- Individual classrooms
- Inclusion room

Teachers to take responsibility for resources in the classroom and auditing what resources they need.

PSHE Leader ensures there is a progression of how resources are being used.

### **Healthy and safety**

- Children and staff are taught about Health and Safety issues and take care of resources
- All Health and Safety issues will be in accordance with the School's Health and Safety policy

### **Monitoring and Reviewing**

Monitoring of the standards of the children's work and quality of teaching and learning is the responsibility of the PSHE Leader. The leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses of the subject, and indicates



areas for further improvement. The leader meets with a member of the Local Governing Board to review progress in the subject at least annually.

This policy will be reviewed every year or revised in light of new legislation.

This policy should be read in conjunction with:

- Anti-bullying
- RSE policy
- Online Safety
- SEND
- EAL
- New arrivals
- Health and Safety
- Accessibility plan and single equality scheme

This policy will be reviewed once every two years.

**Approved and signed off by:**

**Signed**.....

R. Curran  
PSHE Leader

**Signed**.....

D. Sadler  
Headteacher

**Signed:** .....

J. Thompson  
Co-Chair Local Governing Board

**Signed:** .....

L. Jones  
Co-Chair Local Governing Board

**Date:** June 2023



## **Appendix**

### **Equality Act 2010**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

### **Ofsted**

Ofsted's judgement for personal development includes the following:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully