



Personal, Social, Health and Economic Education Policy (PSHE)

Spring Term 2021

Review Date Spring 2023



1 Context

This policy supports a whole school approach to Personal, Social and Health Education (PSHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Education (PSHE) curriculum.

1.2 Wider Context

At Howard Community Academy our approach to the teaching of PSHE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, promoting fundamental [British Values](#) and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OFSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties.

1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

1.2.4 Healthy Schools

We are committed to developing a 'Healthy School' climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Inclusive policy development
- The school ethos, culture, environment, SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of and signposting to support services for children
- Staff health and wellbeing and their continuing professional development (CPD)
- Partnership with parents/carers, the local community, external agencies, and volunteers to support pupil health and wellbeing
- Assessing, recording, monitoring, and celebrating outcomes.

1.3 Our beliefs about PSHE

At Howard Community Academy we believe that PSHE has the power to enhance the health and wellbeing of all children, their families, and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers, and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHE

We will use 'Personal, Social and Health Education' (PSHE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHE provision will be accessed through the planned, taught curriculum.

Many aspects of our PSHE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects but integrated through the topics we cover in our broader PSHE programme.

1.5 Aims of PSHE

At Howard Community Primary School our aims for PSHE are:

- To enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships
- To support the development of resilience, self-esteem, self-efficacy, and aspiration
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health
- To explore the relevance of knowledge for personal situations and decision making
- To offer opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights, and responsibilities
- To offer the skills and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

2. Implementing Policy

2.1 School Aims and Values

This PSHE policy is set within the wider context of the school's aims and values, which include the following:

- Be successful and ambitious learners who are resilient in face of a challenge
- Enjoy learning and love coming to school
- Feel safe and know they are cared about
- Take pride in where they live and their community

Aims

Through our teaching we encourage all children to be:

- **successful learners** who are resourceful, enquiring, and self-reliant as well as being cooperative with others
- **confident individuals** who can live safe, healthy and fulfilling lives: valuing themselves and respecting others
- **responsible citizens** who are reliable and thoughtful and make a positive contribution to society

At Howard Community Academy:

- We promote a healthy, safe, and caring environment for all pupils and staff.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.
- We provide sufficient information and support to enable our pupils to make safer choices.

- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated, and celebrated.
- We work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

2.2 Aims of our PSHE Policy

The aim of our PSHE Policy is to ensure quality and consistency in our approach to all aspects of PSHE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHE plays in the life of the school and in children's learning, within the context of national and local guidance
- ensure a consistent approach to planning and delivering PSHE
- ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHE and Healthy Schools

2.3 Related Policies

This policy is linked to and is delivered in the context of the following policies/guidance: Relationships and Sex Education, Behaviour, Safeguarding, Anti-bullying, Spiritual, Moral, Social and Cultural (SMSC) guidance, SEN/Inclusion, Equality and Diversity, Health and Safety, , Staff Health and Wellbeing Charter, Use of Visits/Visitors (included in safeguarding policy), Confidentiality (included in code of conduct), ICT/Computing (including E-safety & Acceptable Use policy).

2.4 Our PSHE Curriculum

Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

2.5 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability, and aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum.

In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training

- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion, and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children’s fiction.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance, and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

2.6 Confidentiality and Safeguarding

The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHE. Staff will use distancing techniques such as puppets, case studies and children’s fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what adults (and their peers) may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school’s policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

3. Involving the Whole School Community

3.1 Working with Staff

Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles.

We recognise that PSHE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

3.2 Engaging with Pupils

If PSHE is to be effective, we understand that it must meet the needs of pupils. Also, we recognise that if pupils are fully engaged in areas of work, they will build ownership and self-efficacy in these areas, leading to more positive outcomes.

Our values and vision are for children at Howard Community to:-

- Be successful and ambitious learners who are resilient in face of a challenge
- Enjoy learning and love coming to school
- Feel safe and know they are cared about
- Take pride in where they live and their community

Aims

At Howard Academy :

- We will involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.
- We will seek opportunities to discuss children's views about the content of their PSHE lessons within our planned themes.
- We will engage children in areas of whole school development such as healthy lifestyles work so that their learning does not only take place in classroom settings.
- We will utilise school council/class council/whole school assemblies to engage with children on key areas of whole school development.

3.3 Working with Governors

We have a named link governor for PSHE who works closely with and in support of the coordinator.

When aspects of PSHE appear in whole school development planning, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

3.4 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHE. We encourage this partnership by:

- informing parents/carers by letter/ by email/on the website of forthcoming PSHE topics and their content
- informing parents/carers about aspects of the PSHE curriculum through leaflets/newsletter e.g. road safety tips, information about anti-bullying, healthy eating tips
- providing supportive information about parent/carers' roles in PSHE and how they can develop protective factors with their children
- including out of school learning/family learning opportunities within our curriculum for PSHE, and encouraging children to share at home their learning about all aspects of PSHE
- inviting parents/carers to discuss their views and concerns about PSHE on an informal basis.

Parents and carers will be given access to this policy on request. It is also available on the school website.

3.5 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

When visitors are used to support the PSHE programme, the school's policy on Use of Visitors is followed.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- links with the church (e.g. harvest festival)
- charity fundraising (e.g. supporting events such as Comic Relief and Children in Need)
- links with the local care home
- invitation lunches (e.g. grandparents' day)
- links with local services (e.g. visits from the Police Community Support Officer)
- community use of school premises (e.g. Male Choir).

4. Curriculum Organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHE within our timetable now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHE
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, Health week,
- visitors, e.g. School Nurse, dental nurse, PCSO,
- residential and day visits,
- assemblies on our school's values
- small group interventions, e.g. social skills groups.

We recognise that PSHE is best taught by adults who know our children well. PSHE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

4.1 Teaching Methodologies

To address the 'active learning triangle' of knowledge, skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the methodologies we use in PSHE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

Ground Rules

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and can learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHE such as RSE and Drug Education can be found in the specific policies for those areas.

4.2 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE.

We will avoid a 'resource-led' approach to delivering PSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives.

We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

4.3 Assessment, Recording, Reporting

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children, and we may negotiate success criteria with them at the start of each topic. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

Teacher assessment is used to provide an overview of the child's learning within a unit of work. Each unit of work includes a sheet for monitoring coverage of the content, which is used to track children's learning and coverage.

From time to time the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

We will use the tools for children's self-assessment where appropriate. Children are supported to participate in this process appropriately for their age and ability.

5. Monitoring, Review and Evaluation

5.1 The Process for Development and Review

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress.

- A flexible approach to delivering PSHE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- There are clearly identified learning objectives for all PSHE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our PSHE, for example, through parent/carer information sessions.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provision in PSHE.

The PSHE leader/Head Teacher is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 2 years, or sooner if there are significant changes or circumstances necessitate a review.

The next review will take place by 1/4/2023

5.2 Location and Dissemination

This policy document is freely available on request to the entire school community.

A copy of the policy can be found on the school website/in the staff share drive.

6 Appendices

6.1 Our School Long Term Plan for PSHE

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term	
FS One year cycle	<p>Myself and My Relationships 1 <i>Beginning and Belonging</i></p> <p>Myself and my relationships 3 <i>My Emotions</i></p>	<p>Myself and My Relationships 2 <i>My Family and Friends (incl. anti-bullying)</i></p>	<p>Healthy and Safer Lifestyles 2 - <i>Keeping Safe (incl. drug education)</i></p>	<p>Citizenship 1 <i>Identities and Diversity</i></p> <p>Citizenship 2 <i>Me and My World</i></p>	<p>Healthy and Safer Lifestyles 1 <i>My body and Growing Up</i></p>	<p>Healthy and Safer Lifestyles 3 <i>Healthy lifestyles</i></p>
Y1/2	<p>Myself and My Relationships 4 <i>Beginning and Belonging</i></p> <p>Myself and My Relationships 5 <i>My Emotions</i></p>	<p>Citizenship 3 <i>Working together</i></p>	<p>Healthy and Safer Lifestyles 4 <i>Managing Safety and Risk</i></p> <p>Healthy and Safer Lifestyle 9 <i>Personal safety</i></p>	<p>Citizenship 4 <i>Diversity and Communities</i></p>	<p>Healthy and Safer lifestyles 6 <i>Relationships and Sex Education</i></p>	<p>Healthy and Safer Lifestyles 7 <i>Healthy Lifestyles</i></p>
Y3/4	<p>Myself and My Relationships 9 <i>Beginning and Belonging</i></p> <p>Myself and My Relationships 10 <i>My Emotions</i></p>	<p>Citizenship 6 <i>Working Together</i></p>	<p>Healthy and Safer Lifestyles 11 <i>Managing Safety and Risk</i></p> <p>Healthy and Safer Lifestyles 16 <i>Personal Safety</i></p>	<p>Citizenship 7 <i>Diversity and Communities</i></p>	<p>Healthy and Safer Lifestyles 13 <i>Relationships and Sex Education</i></p>	<p>Healthy and Safer Lifestyles 14 <i>Healthy Lifestyles</i></p>
Y5/6 Y5 and 6 are taught SRE separately each year	<p>Myself and My Relationships 14 <i>Beginning and Belonging</i></p> <p>Myself and My Relationships 15 <i>My Emotions</i></p>	<p>Citizenship 9 <i>Working together</i></p>	<p>Healthy and Safer Lifestyles 18 <i>Managing Safety and Risk</i></p> <p>Healthy and Safer Lifestyles 23 <i>Personal Safety</i></p>	<p>Citizenship 10 <i>Diversity and Communities</i></p>	<p>Healthy and Safer Lifestyles (Y5) 20 <i>Relationships and Sex Education</i></p> <p>Healthy and Safer Lifestyles (Y6) 24 <i>Relationships and Sex Education</i></p>	<p>Healthy and Safer Lifestyles 21 <i>Healthy Lifestyles</i></p>

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer Term	
FS One year cycle to be incorporated into Y1	<p>Myself and My Relationships 1 <i>Beginning and Belonging</i></p> <p>Myself and my relationships 3 <i>My Emotions</i></p>	<p>Myself and My Relationships 2 <i>My Family and Friends (incl. anti-bullying)</i></p>	<p>Healthy and Safer Lifestyles 2 - Keeping Safe <i>(incl. drug education)</i></p>	<p>Citizenship 1 <i>Identities and Diversity</i></p> <p>Citizenship 2 <i>Me and My World</i></p>	<p>Healthy and Safer Lifestyles 1 <i>My body and Growing Up</i></p>	<p>Healthy and Safer Lifestyles 3 <i>Healthy lifestyles</i></p>
Y1/2	<p>Citizenship 5 <i>Rights, Rules and Responsibilities</i></p> <p>Myself and My Relationships 6 <i>Family and Friends</i></p>	<p>Myself and My Relationships 7 <i>Anti-bullying</i></p>	<p>Healthy and Safer Lifestyles 8 <i>Drug Education</i></p> <p>Healthy and Safer Lifestyles <i>Digital Lifestyles</i> <i>ENR ES1/2</i></p>	<p>Economic Wellbeing 1 <i>Financial Capability</i></p>	<p>Healthy and Safer Lifestyles 10 <i>Relationships and Sex Education</i></p>	<p>Myself and My Relationships 8 <i>Managing Change</i></p>
Y3/4	<p>Citizenship 8 <i>Rights, Rules and Responsibilities</i></p> <p>Myself and my relationships 11 <i>Family and Friends</i></p>	<p>Myself and My Relationships 12 <i>Anti-bullying</i></p>	<p>Healthy and Safer Lifestyles 15 <i>Drug Education</i></p> <p>Healthy and Safer Lifestyles <i>Digital Lifestyles</i> <i>ENR ES3/4</i></p>	<p>Economic Wellbeing 2 <i>Financial Capability</i></p>	<p>Healthy and Safer Lifestyles 17 <i>Relationships and Sex Education</i></p>	<p>Myself and My Relationships 13 <i>Managing Change</i></p>
Y5/6 Y5 and 6 are taught SRE separately each year	<p>Citizenship 11 <i>Rights, Rules and Responsibilities</i></p> <p>Myself and my relationships 16 <i>Family and Friends</i></p>	<p>Myself and My Relationships 17 <i>Anti-bullying</i></p>	<p>Healthy and Safer Lifestyles 22 <i>Drug Education</i></p> <p>Healthy and Safer Lifestyles <i>Digital Lifestyles</i> <i>ENR ES5/6</i></p>	<p>Economic Wellbeing 3 <i>Financial Capability</i></p>	<p>Healthy and Safer Lifestyles (Y5) 20 <i>Relationships and Sex Education</i></p> <p>Healthy and Safer Lifestyles (Y6) 24 <i>Relationships and Sex Education</i></p>	<p>Myself and My Relationships 18 <i>Managing Change</i></p>