



Gidea Park

PREPARATORY SCHOOL AND NURSERY

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

This policy applies to all pupils in school, including in the EYFS

Reviewed	<i>January 2025</i>
Next review	<i>January 2026</i>
Reviewed by	<i>Deputy Head</i>

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Section 1

Context including National and Local Policy and Legislation

This policy has been adopted from the Cambridge Personal Development Programme and intends to provide guidance for teachers and leaders with the planning and teaching of effective PSHE across the primary age range. It will enable teachers to use a range of up to date and engaging methodologies in their teaching.

Definition of PSHE

Personal, social and health education includes self-esteem, sex and relationships education, drug education, personal safety, e-safety, anti-bullying, my emotions, managing risk and safety, family and friends, healthy lifestyles, diversity and community, rights rules and responsibilities and citizenship. This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education. We will teach these two statutory subjects in the context of our wider Personal, Social and Health Education (PSHE) curriculum.

Defining Relationship Education (A separate RSE policy is available)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

National Curriculum: Relationship Education 2020

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 – see Appendix 1) as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

New guidance from the government will ensure a stronger focus on the following:

- Online financial harms (gaming monetisation, scams, fraud)
- Age restrictions for online content
- How to recognise misinformation, deepfakes and online manipulation
- Privacy, consent, personal data, and importance of location settings

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.'*

The National Curriculum Framework (2013) and the non-statutory guidance for PSHE Education (2013) state specifically that schools should make provision for PSHE within their school curriculum.

Statutory National Curriculum (2020) guidance states that Relationship Education must be taught in Primary Schools.

We recognise that PSHE makes an essential contribution to the requirements of the National Curriculum and follow the statutory guidance for Primary Schools.

Independent Schools Inspectorate (ISI) and Ofsted

Our PSHE programme makes an essential contribution to the Spiritual, Moral, Social and Cultural (SMSC) development of the children in our school, and also to their personal development, behaviour and welfare. The recent Ofsted report into PSHE in schools (see Appendix 1) highlights the link between effective PSHE and overall findings in Ofsted reports.

Every Child Matters

We continue to subscribe to and to review our practice under the five Every Child Matters outcomes: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing.

Health Promoting Schools/ Healthy Schools

We are committed to providing a 'Health Promoting School'/'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
- Policy development
- The school ethos, culture, environment and SMSC development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice
- Provision of support services for children
- Staff continuing professional development (CPD), health and wellbeing
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording and monitoring impact and outcomes.

Section 2

Introduction to PSHE and Citizenship (PSHE)

Our shared beliefs about PSHE

Our approach to PSHE/Personal Development consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a 'healthy school' where the health and wellbeing of children and of the whole school community are actively promoted. Our PSHE/Personal Development Programme 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 stated aims and objectives.

Our PSHE/Personal Development programme 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, parents, workers and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

Aims of PSHE

'The overarching aim for PSHE education is to provide pupils with:

- a. accurate and relevant knowledge*
- b. opportunities to turn that knowledge into personal understanding*
- c. opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- d. the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.'*

PSHE Association July 2013

Our PSHE and Citizenship programme (Appendix 2) (which is covered through the taught curriculum and our wider provision) includes teaching and learning on the following **Statutory Relationship and Sex Education Curriculum and Science Curriculum Content**:

Please see RSE policy for more details.

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along

with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Pre-Prep (Forms 1 and 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Prep (Forms 3-6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Section 3 Implementing the PSHE Policy in our school

School Aims and Values

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

At Gidea Park Prep and Nursery:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which recognises and values their diverse backgrounds and needs
- 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 prepare our pupils to engage confidently with the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- We provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
- 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.

Aims of the policy

The aim of our PSHE and Citizenship Policy is to ensure quality and consistency in our approach to all aspects of PSHE/Personal Development 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
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHE
- ensure that the entire school community understands the role of PSHE in the ethos of the school
- 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 parent/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
- enable the assessment of children's learning in line with local and national guidance

- ensure the continuing development of policy and practice relating to Healthy Schools, with the support of the PSHE Service
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHE
- support the PSHE coordinator in monitoring, reviewing and developing practice.

Related policies

This policy acts as an overarching policy for theme specific policies and guidance in the following areas: Anti-bullying, RSE, Food and Physical Activity. These policies include more detailed explanation of implementation of these themes.

It is also linked to and is delivered in the context of the following policies: Behaviour, Safeguarding and Child Protection, Spiritual, moral, social and cultural development, SEN/Inclusion, Equality and Diversity, Health and Safety, Emotional Wellbeing, Staff Health and Wellbeing, Educational Trips and Visits, Visitors, Confidentiality, ICT/Computing (including E-safety), Science.

Inclusion/Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, ability or 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 full PSHE and Citizenship provision.

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

- their level of vulnerability
- their need to develop self-esteem and positive body image
- 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.

In order to ensure the PSHE curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE and Citizenship are important vehicles for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

We support children in developing their knowledge about and attitudes towards diversity throughout the Personal Development Programme. This is addressed specifically in units including 'Diversity and Communities', 'Family and Friends', and 'Beginning and Belonging'.

Curriculum Organisation

Children receive their entitlement for learning in PSHE (as set out in the Personal Development frameworks in Appendix 2) through a spiral curriculum which demonstrates progression. This PSHE/PD programme is delivered through a variety of opportunities, including:

- designated PSHE time
- subjects across the curriculum, e.g. science, literacy, RE, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, health week, safety day
- visitors, e.g. Coram Life Education, dental nurse, PCSO

- residential and day visits, e.g. Year 6 visit to Grafham Water, Year 5 visit to Safety Zone, Year 2 visit to Recycling centre
- assemblies
- small group work, e.g. social skills groups.
- specific responsibilities within the school (Form 6)
- fortnightly school council meetings (Form R to F6)
- daily check-ins with children and discussions had if necessary (linked to well-being)

Methodology

In order to address the 'active learning triangle' of knowledge, skills and attitudes (which is explained further in Appendix 3), 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. Further guidance on these and other approaches is provided in the Teaching Guidance documents within the Primary Personal Development Programme.

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 and establish ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group (or younger) to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the child or children who have asked the question. 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 person for safeguarding and child protection, in line with school policy and procedures.

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 select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them. See Checklist for selecting resources for further guidance.

When PSHE related resources are being used within other subject areas (for example books about the human body in science), the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the internet.

We use children's books, both fiction and non-fiction, extensively within our PSHE/PD 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, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance. The key texts we use are listed within our PSHE/PD programme.

Confidentiality

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

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.

Assessment, recording and reporting

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

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working beyond it. Each unit also includes tools for children's self-assessment, and children are supported to participate in this process appropriately for their age and ability.

Children can self-assess using a set of 'I can' statements, linked to the learning intentions of the weekly lessons. Each child can then record their own achievement using the statements 'achieved, partially achieved, not achieved.' This self-assessment will be monitored closely by the class teacher and interventions made if necessary.

Summaries of assessment information are used to assess children's learning against the 'End of Key Stage' statements, in line with national guidance.

We report to parents/carers at the end of the school year on children's learning and progress within PSHE.

Section 4

Involving the whole school and wider community

Working with staff

Within the context of the School Development Plan/staff Professional 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 Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate.

We recognise that PSHE and wellbeing are relevant to members of staff in all roles, and ensure they all receive training and support appropriate to their responsibilities. Some Inset opportunities may be organised for all staff, and all staff members are supported to know and understand the content of policies that apply throughout the school.

The coordinator is entitled to receive training in his/her role and responsibilities. This supports him/her to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well being. He/she also takes responsibility for supporting other members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

The Role of Management

When aspects of PSHE appear in whole school development planning/the School Improvement Plan, our Management Team will be assigned to reflect on, monitor and review the work alongside the Head and SLT.

Management play an active role in monitoring, reviewing and developing this policy and its implementation in school.

Working with parents and carers

We recognise the key role that parents and 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 and carers by letter/ by email/on the website of forthcoming PSHE topics and their learning content
- inviting parents/carers to learn more about resources and activities used in PSHE at planned events, such as Family learning events or SRE information evenings
- gathering parents'/carers' views on the PSHE policy and taking these into account when it is being reviewed
- providing supportive information about parents'/carers' role in PSHE and how they can develop protective factors with their children
- 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. Our Managers officially sign off this policy. It is also available on the school website/in the Policy folder in the school office.
- including out of school learning/family learning opportunities within our curriculum for PSHE, encouraging children to share at home their learning about all aspects of PSHE

Involving the children

We recognise that an interactive approach to PSHE will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHE in ways appropriate to their age.

- We refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/locality.
- We engage the children in activities to establish their development needs, for example 'Draw and Write' activities.

- We encourage children to ask questions as they arise by providing anonymous question boxes and other similar approaches.
- We ask children to reflect on their learning using appropriate success criteria and to set goals for future learning.
- We consult with children, through School and Class Councils, about their perception of the strengths of our PSHE programme and the areas to be further developed.
- Through assessment, in particular self-assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.

Use of visits and visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE/PD 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/PD programme, the school's guidance on Educational Visits and Trips is followed. See Working with school visitors in PSHE for a planning process which supports us in working in partnership with visitors.

Residential visits can 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 priority, and we recognise and value its contribution to the PSHE/PD programme. This reflects our approach to 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. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- school clubs (e.g. choir performance in care home)
- invitation lunches (e.g. grandparents' day)
- citizenship visits (e.g. 'Careers Day')
- links with local services (e.g. visits from the Police Community Support Officer, links with the local surgery)
- community use of school premises (e.g. karate)

Section 5

Monitoring, Review and Evaluation

The process for development and review

This policy has been drawn up in consultation with all teaching staff, other school staff, parents, young people, SLT, members of the wider school community and other agencies.

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 co-ordinated and consistent approach to curriculum delivery has been adopted
- 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 national and local guidance
- 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 Managers on practice is evaluated
- policy and practice is revised regularly and involves staff, Management 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.

The member of staff responsible for overseeing and reviewing this policy is:

(M Christiansen)

Location and dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found in the staff handbook and on the school website.

Section 6 Appendices

Appendix 1: National and local context (including policy and legislation)

Duty to promote wellbeing

Wellbeing is defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect'*. The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement.

Children Act 2004

Education and Inspections Act 2006

The 2010 Education White Paper

This makes clear the importance of effective PSHE in schools:

'Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.'

The importance of teaching, Schools White Paper, Department for Education, updated 2012

DfE Research report

This report highlights the link between wellbeing, behaviour and social and emotional development and learning and achievement:

Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.

The impact of pupil behaviour and wellbeing on educational outcomes, Department for Education, 2012

National Curriculum

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

This has been reiterated in the National Curriculum Framework published by the DfE in September 2013, which also states:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Department for Education Guidance on PSHE education

The DfE guidance on PSHE education (September 2013) states that the subject remains non-statutory and that no new programmes of study will be published. However, the following statement is included:

'PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the new National Curriculum.'

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Guidance Personal, Social, Health and Economic Education, DfE, September 2013

Independent Schools Inspectorate (ISI) and Ofsted

Overall effectiveness

Inspectors will evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development.

Effectiveness of leadership and management

Inspectors will evaluate the extent to which leaders, managers and governors:

- actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- actively promote British values
- make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Personal development, behaviour and welfare

Inspectors will evaluate the extent to which the provision is successfully promoting and supporting children's and other learners':

- pride in achievement and commitment to learning, supported by a positive culture across the whole provider
- self-confidence, self-awareness and understanding of how to be a successful learner
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

In the recent Ofsted report into PSHE education in schools, the relationship between the quality of PSHE provision and the grading of schools for overall effectiveness is highlighted:

The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education.

Not yet good enough: PSHE education in schools, Ofsted May 2013

Mandatory Timeline for schools

In January 2014, the Department for Education updated its timeline of mandatory information for schools. Alongside existing guidelines on information schools must publish on their website (as outlined in Schedule 4 of the School Information (England) Regulations 2012) there is now a requirement for schools to publish details of their PSHE education curriculum. Additionally, the Department continues to require all schools to publish their sex and relationships education policy.

Appendix 2: Curriculum overview

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
EYFS	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Identities & Diversity Cit1 IDF Me and My World Cit2 MWF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Form 1	Beginning and Belonging MMR4 BB12	Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12	Diversity and Communities Cit4 DC12	Relationships Education HSL6 SR1 Drug Education	Personal Safety HSL9 PS12	Managing Change MMR8 MC12
Form 2	Rights, Rules and Responsibilities Cit5 RR12	My Emotions MMR5 ME12 Anti-bullying MMR7 AB12	Working Together Cit3 WT12 Financial Capability EW1 FC12	Relationships Education HSL10 SR2 Drug Education HSL8 DE12	Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12	Healthy Lifestyles HSL7 HL12
Form 3	Beginning and Belonging MMR9 BB34	Family and Friends MMR11 FF34	Diversity and Communities Cit7 DC34	Relationships Education HSL13 SR3	Personal Safety HSL16 PS34	Managing Change MMR13 MC34

		Anti-bullying MMR12 AB34		Drug Education HSL15 DE34		
Form 4	Rights, Rules and Responsibilities Cit8 RR34	My Emotions MMR10 ME34 Anti-bullying MMR12 AB34	Working Together Cit6 WT34 Financial Capability EW2 FC34	Relationships Education HSL17 SR4 Drug Education HSL15 DE34	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34	Healthy Lifestyles HSL14 HL34
Form 5	Beginning and Belonging MMR14 BB56	Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56	Diversity and Communities Cit10 DC56	Relationships Education HSL20 SR5 Drug Education HSL22 DE56	Personal Safety HSL23 PS56	Managing Change MMR18 MC56
Form 6	Rights, Rules and Responsibilities Cit11 RR56	My Emotions MMR15 ME56 Anti-bullying MMR17 AB56	Working Together Cit9 WT56 Financial Capability EW3 FC56	Relationships Education HSL24 SR6 Drug Education HSL22 DE56	Managing Risk HSL18 MR56 Safety Contexts HSL19 SC56	Healthy Lifestyles HSL21 HL56

Appendix 3: Methodology –The Life Skills approach

The methodologies we use within PSHE address the Active Learning triangle as shown below. Through this approach, children are encouraged to reflect on and possibly to address or change behaviours through developing their knowledge, skills and attitudes, with self esteem and resilience at the core.

