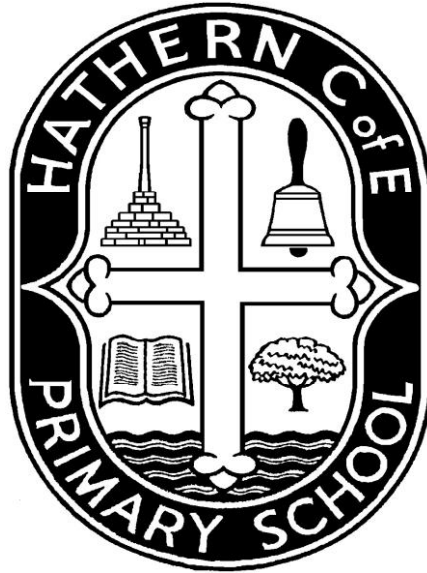


Hathern Church of England  
Primary School



**Personal, Social & Health  
Education Policy**

At Hathern Church of England Primary School, we believe in

**‘Learning and Caring Together’**

## **Personal, Social and Health Education (PSHE) Policy**

PSHE is concerned with the emotional health, well-being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens. There are very strong links between PSHE and our approaches to behaviour and discipline.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, others and the world they live in; • develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

### **The aims of PSHE and how these contribute to the school's aims.**

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

## **Learning and Teaching**

PSHE is taught through interactive learning. Discussion, debate, speaking and listening are used to develop interactive learning and, therefore, implementing effective personal, social and health education.

The interactive method is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

## **Scheme of work**

The school use the Kapow scheme of work. PSHE (Personal, Social and Health Education) is combined with RSE (Relationships and Sex Education), and is taught through a planned programme of learning in which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE & RSE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE & RSE time but we encourage a cross-curricular approach to the development of key skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

## **Assessment and recording**

Teachers use Assessment for Learning (AfL) principles and practices/techniques to promote pupil self-assessment and clarify future learning objectives.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers to identify pupils' progress which is well above or below that which is expected.

### **Inclusion**

PSHE positively supports the school's policy for inclusion. All pupils, staff and adult helpers participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

### **Confidentiality**

Class Teachers and Teaching Assistants conduct PSHE lessons in a sensitive manner and in confidence. Class ground rules are established during PSHE activities to ensure children feel safe & are willing to explore sensitive.

Staff are always available to discuss issues with any parents. Children's questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters cannot remain confidential.

Staff will report such incidents to the Designated Safeguarding Lead – the DSL - who will decide whether the matter should be dealt with as a child protection issue (see Child Protection Policy).

***The DSLs are: Mr Stuart Bailey, Mrs Jessica Scott and Miss Laura Smith***

### **Visitors, voluntary helpers & out of school visits.**

The school uses several outside agencies to contribute to the PSHE programme. e.g. School Nurse, Firefighters, Police Officers, etc.

Preparation and planning of visits is carefully undertaken in order to maximize the benefits of the visit. Visitors and helpers are made aware of the School's PSHE Policy and expectations with regard to confidentiality. Visitors do not take sole responsibility for classes and class teachers or teaching assistants are always present.

When planning out of school visits, all staff follow policy and guidance outlined in the school's Educational Visits Policy; this ensures that visits add to the quality of PSHE provided and secure the safety of children.

### **Staff development and training opportunities**

Many of the issues raised in PSHE activities are sensitive. It is important that all staff are aware of the different dynamics in the class when adult/parent helpers are present during activities and discussions. However, the presence of trusted adults other than the teacher can enrich PSHE.

To develop staff confidence and competence:

- the subject leader will attend appropriate conferences;
- training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- Where necessary, the subject leader leads (or arranges) school-based training.

### **Leadership and management roles**

The subject leader has the responsibility to take a lead in developing PSHE across the school.