



# Personal, Social and Health Education

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
April 2020	1	A new policy to reflect the schools' vision and new curriculum	Ruth Law

This policy will be reviewed every 12 months in light of local and Government legislation.

## School Mission and Aims

### ***“Empowering children to shape the world of tomorrow”***

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

#### **1. Aims**

The aims of personal, social, health and economic (PSHE) education at Elmridge Primary school are to:

- Provide a major contribution to the health and achievement of children and young people
- contributes to the welfare and safety of children and young people
- underpin young people’s future employability through the development of the personal and social skills which commerce and industry demand from our workforce
- help to increase children and young people’s independence and ultimately enables them to take responsibility for themselves.
- prepare them for their future role as parents, employees and leaders

By the end of their time at Elmridge, the children should:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society

#### **2. Statutory requirements**

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

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

### 3. Content and delivery

#### 3.1 What we teach

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

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy is available on the school website.

For other aspects of PSHE, including health education, see the curriculum map or long term plan for more details about what we teach in each which is available on the PSHE page of the school website.

#### 3.2 How we teach it

PSHE lessons are taught on a weekly basis in Key Stage 1 and Key Stage 2 and are taught as part of PESD in EYFS

We teach PSHE in a variety of ways: as a discrete subject, through circle times, via assemblies and through other subjects such as RE, History, Geography, English, Maths and Science, as well as through outdoor educational visits, community work and activities.

Year 6 participate in personal safety course every year which is part of their transition to secondary school. Here they learn how to keep safe whilst travelling to school and as they develop more independence. The course also covers other areas of safety, such as first aid and water safety.

Class teachers deliver the curriculum during lesson time and class teachers and SLT provide further input as part of collective worship. Every two years the NSPCC provide a 'Speak out. Stay safe' workshop which will give our children information about how to keep themselves safe from harm and how to get help if they have any worries, sensitively discussing issues like bullying and sexual abuse, without using scary words or adult language.

We offer children the opportunity to hear visiting speakers, such as health workers, police, firemen and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

All PSHE lessons are taught to suit the needs and abilities of all the children at Elmridge Primary school. This is done by teaching using a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

Class teachers receive training through staff meetings on how to approach controversial topics and difficult questions. Class teachers don't let their personal beliefs and attitudes influence teaching. If class teachers have any concerns regarding this, they are free to raise this with the subject leader and/or Head of school.

PSHE is assessed through both teacher and pupil assessment. Children complete a pre and post learning assessment for each unit. Teachers assess the children each lesson by annotating planning and completing post learning assessment at the end of each unit in PSHE books. This data is used to share progress with parents at parents evening and through end of year report.

### 4. Roles and responsibilities

#### 4.1 The governing board

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

#### **4.2 The headteacher**

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

#### **4.3 Staff**

Staff are responsible for:

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

#### **4.4 Pupils**

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

### **5. Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE subject leader through planning scrutinies, work scrutinies, learning walks, pupil/staff questionnaires.

This policy will be reviewed by PSHE subject leader annually.

### **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE policy