

PSHE policy
Greenlands CP School



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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

We believe that education in PSHE enables children to become healthier, more independent and more 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 to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. The School achieved national Healthy Schools status in 2008.

1.2 Our objectives in the teaching of PSHE are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

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

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.

For other aspects of PSHE, including health education, see the curriculum map for more details about what we teach in each year.

3.2 How we teach it

PSHE and The Foundation Stage

We teach PSHE in reception classes as an integral part of the 'our topic' work. Our teaching in PSHE matches the aim of developing a child's personal, emotional and

social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'. The Reception class base their planning on the EYFS document and work towards the ELG's. PSHE and citizenship is continually taught, monitored and assessed.

citizenship and ICT

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences such as CyberCafe. Teachers also make good use of the wealth of short films and videos available to enrich the children's learning experience.

PSHE and citizenship and inclusion

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs/IBPs, some of which targets may be directly related to PSHE and citizenship targets.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

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

Louise Hatch is the subject leader for PSHE. Karen McDermott is the PSHE governor.

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 Louise Hatch through:

planning scrutinies, learning walks, discussions with pupils and class teachers etc.

This policy will be reviewed by Louise Hatch every two years. At every review, the policy will be approved by the governing board..

6. Links with other policies

This policy links to the following policies and procedures:

Behaviour and Discipline, Safeguarding, RSE Policy.