



Thythorn Field
Primary School

Personal, Social, Health and Emotional Education Policy

Adopted By School: January 2024

Review Date: January 2025

Governor Signature:

A handwritten signature in black ink, appearing to read 'T. J. Ryan', is written over a faint, light blue circular watermark in the background.

THYTHORN FIELD PRIMARY SCHOOL PERSONAL, SOCIAL, HEALTH AND EMOTIONAL EDUCATION

Personal, Social, Health and Emotional Education (PSHE) – written in conjunction and as part of SRE, SMSC and British Values teaching and learning - see separate policies.

At Thythorn Field School, we recognise that the personal development of both PSHE and SMSC plays a significant part in pupils' ability to learn and achieve. We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, to become informed, active and responsible citizens. Our views are expressed through the school's vision:

'WORKING & LEARNING TOGETHER'

We want our children to have an equal opportunity to achieve success and reach their full potential; to become independent learners within a safe, caring and happy environment.

The whole school is committed to an exciting and relevant curriculum that is appropriate for individual needs. Learning and teaching strategies are continually being developed to give everyone the opportunity to succeed.

By working closely with children, parents and the community, we will strive to help our pupils develop into well-motivated, responsible and fulfilled young people.

PSHE development is embedded throughout the curriculum and makes a unique and substantial contribution towards the school's aims in its core belief that the development of young people is essential to their health, safety and achievements as individuals within society.

At Thythorn Field we believe we have a duty to promote holistic well-being alongside academic achievement. Where the relationships between well-being and learning are recognised and developed, pupils thrive. PSHE makes an invaluable contribution to spiritual, moral, cultural and social development as well as enhancing personal development and behaviour.

We continuously develop practice in a wide range of health-related themes, including mental health, positive growth mindset and emotional well-being, drug education, sex and relationships education, anti-bullying, healthy lifestyles (including healthy eating), loss and change and citizenship; following the updated Cambridgeshire PSHE scheme of work.

Legal Position:

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, a PSHE curriculum must:

'Promote the spiritual; moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for opportunities, responsibilities and experiences later in later life.'

This policy was written in response to national guidance: OFSTED - Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the Schools Inspection Act 1996. It also refers specifically to guidance taken from OFSTED; September 2015, considering the critical role PSHE and SMSC must play in ensuring young people know how to be safe.

Aims and Objectives:

To provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential both as individuals, and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to: recognise their own worth, work well with others, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially; tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- have a sense of purpose;
- value self and others;
- make and act on informed decisions;
- communicate effectively;
- respond to challenge;
- be independent, responsible and active partners in their own learning;
- be prepared to be positive and active citizens within the local community;
- explore issues related to living in a democratic society;
- become healthy and fulfilled individuals.

Through our updated PSHE curriculum pupils will, in addition to the above:

- develop spiritually, morally, socially and culturally;
- develop a greater commitment to achieving self-discipline, self-confidence and self-responsibility making the most of their abilities;
- acknowledge and appreciate difference and diversity;
- develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life;
- learn to make informed choices, becoming morally and socially responsible;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form good relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.

Teaching and Learning:

PSHE at Thythorn Field will primarily follow Cambridgeshire scheme of work, incorporating SEAL (Social and Emotional Aspects of Learning) - further resources will be used to support aspects of specific issue e.g. anti-bullying. We are an 'Everyone's Welcome' school and each class follow 6 books across the year to support work on the Equalities Act 2010 and the 9 protected characteristics. Assemblies are held regularly based on our 'Everyone's Welcome' work.

PSHE will be delivered as an integral part of school life. We will:

- promote respect for ourselves, others and school property through a consistent school behaviour policy;
- tackle inappropriate behaviour in a fair and systematic way;
- deliver linked learning and assemblies whenever possible, to the relevant updated PSHE themes throughout the year;
- praise and reward pupils' achievements in weekly celebration assemblies in class;
- encourage discussion in Circle Time/group discussion activities to: improve and gain pupil voice; respect everyone's views; strengthen development of speaking and listening skills and the sharing of ideas within a whole group;
- provide opportunities to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is deemed appropriate by the class teacher;
- embed PSHE in other subject areas, although certain subjects may have a more significant role to play e.g. English, Science and R.E. (see separate policies);
- provide opportunities special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips, where pupils can work together in a different context;
- utilise the School Council sessions to provide opportunity for pupils to feel valued and gain a voice when contributing and discussing their ideas and viewpoints concerning whole school issues, as well as 'what's working well' and how things could be 'even better if.'
- arrange for visitors to share knowledge, expertise and experience with pupils, so they can extend their perspective and viewpoint on issues.

PSHE Criteria:

The updated well-being frameworks deliver a detailed, progressive overview of the entitlement for pupils' personal development from 4 through to 11 years old - consistent with all new national guidance for SRE.

In the EYFS, practitioners assess development and progress in PSHE by making informal judgements as they observe pupils. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of pupils' progress and development in this prime area of learning. Teachers observe pupils' achievements through daily learning experiences. These are recorded through photographs/videos uploaded to an online learning journey and evidenced within the EYFS floor book.

In Key Stage 1 and 2, class teachers make use of ongoing observations to assess pupils' progress in PSHE as well as following the Cambridgeshire scheme of work and objectives.

Areas of work:

- Myself and My Relationships
- Healthy and Safer Lifestyles
- Economic Wellbeing - Financial Capability
- Citizenship
- E-Safety; Online Identity
- Identities and Diversity

- Family and Friends

There are complete units of work for each focus in the well-being frameworks – which contain sub-units. Each unit contains all that teachers need to deliver high quality, progressive learning. The units are fully interactive with hyperlinks that immediately access teaching resources and extensive guidance on appropriate classroom techniques and approaches.

Promoting a Healthy Lifestyle:

We strongly believe that ‘a healthy body means a healthy mind’ and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- providing healthy, freshly cooked school meals every day;
- organising additional sports events with links in the wider community as well as a sports day;
- employing outside companies to deliver additional sports activities after school and during the lunch hour in addition to one regular PE lesson delivered by the class teacher and another session delivered by a sports coach;
- offering a range of after-school clubs, such as: netball, football, hockey, multi-skills, gymnastics, cheerleading;
- providing fresh fruit daily and free milk (until age 5) for EYFS pupils;
- organising activities throughout the year which promote learning in the outdoors environment;
- organising ‘out and about’ days in the Early Years Foundation Stage (EYFS); trips to local park etc.

Confidentiality and Child Protection Issues:

At times, when discussing sensitive issues e.g. anti-bullying, issues and concerns may be disclosed by a pupil. If the adult believes that the issue is a serious concern, or the pupil is at risk or in danger, she/he talks to a Designated Safeguarding lead (DSL) who acts as laid down in the Safeguarding/Child Protection Policy. (See separate policy). All staff members will take their concerns to the primary DSL: Head Teacher: Mrs Claire Price, and in her absence, to the deputy DSLs for Child Protection issues, in addition to adding a report on CPOMS. The child concerned will be informed that the disclosure will be shared with a DSL to support them going forward.

Assessment:

Informal assessment is carried out according to guidance from Cambridgeshire scheme of work. This is made following units of work and activities through cross-curricular links. Teachers assess the pupils’ response to the tasks set in planned assessment activities as well as their response in other lessons and across the school day. Teachers can provide the PSHE leader with work samples and alternative supporting evidence, so that monitoring of attainment and progression across the school can take place by all staff. Where possible, self-assessment by the pupils is also used. Opportunities arise during circle times, class discussions, school council and class council meetings and, when dealing with day-to-day issues, to move pupils’ learning and development on.

Equal Opportunities and Inclusion:

PSHE makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. All pupils at Thythorn Field primary school will have the opportunity to access the PSHE curriculum, irrespective of the 9 protected characteristics such as social background, culture, race, religion, gender or ability. Activities are scaffolded to facilitate equal access.

Review and Monitoring:

In relation to our work: the provision of PSHE teaching and learning is primarily the responsibility of each class teacher, monitored by the subject leader and the Head Teacher. Teachers are routinely expected to plan and incorporate PSHE learning using the Cambridgeshire PSHE scheme of work as a minimum basis when providing a range of meaningful and purposeful learning experiences embedded both cross-curricular, discreetly as well in stand-alone PSHE lessons to teach specific themes and lessons.

Please read this in conjunction with:

- Safeguarding Policy
- RSE Policy
- Cambridgeshire scheme of work overview
- SMSC Policy
- Behaviour Policy
- Science Policy