


<b>All Saints' C of E Primary School</b>		
<b>Title: Personal, Social, Health and Economic Education Policy</b> (See also Relationships and Sex Education Policy, Behaviour Policy)		
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## Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

## **Introduction**

At All Saints' C of E Primary School, we are committed to the development of the whole child. The foundations of learning start with the fundamentals of reading, writing and maths, the core skills that are vital in order to build success for our children. To build on these foundations we use a broad, balanced curriculum that inspires children to become, for example, the Scientists, Dancers, Artists, Engineers and Athletes of the future.

We also believe that the 'skills for life' are equally as important to the development of the whole child and in building success. Our Shine Curriculum aims not only to develop the fundamentals and a broad and balanced curriculum, but to develop the skills for life also. These skills are those which staff and governors aspire for our children to be when they leave our school – compassionate, inspired, respectful, independent, spiritual, happy, confident, ambitious, team players, creative, inquisitive and resilient. We have many events and experiences across the school that are planned for in order to create opportunities for these life skills to be developed and these form our Personal, Social, Health and Economic education (PSHE) provision.

Our school vision also drives our PSHE provision and what we aim to achieve through the development of the skills for life.

"Our welcoming Christian school is a special place. Children are nurtured to become aspirational and responsible individuals, seizing all opportunities to use their God-given talents and abilities to make a positive contribution to our school, our local community and the wider world"

We also teach Relationships and Health education under the subject of PSHE and a separate policy outlines our provision for this. (See appendix for what aspects of PSHE this covers).

## **Intent**

As All Saints' pupils make the transition to secondary school, we want them to be able to develop the skills and traits needed to lead successful, fulfilling, safe and happy lives, contributing positively to their communities and the wider world.

We want our children to be confident in forming and maintaining relationships with others, respecting all those they interact with.

We want our children to be able to take responsibility for their health and well-being and aim for them to be happy and confident in who they are as individuals.

Through our curriculum, our school environment, our school ethos and values and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being.

Our PSHE provision also reflects the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different cultures and religions.

The aim of PSHE is to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- develop a sense of their own worth;
- have respect for others;
- be independent and responsible members of a community, such as school;
- 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 community;
- become increasingly responsible for their own learning;
- understand our common humanity, diversity and differences;
- understand economic issues relevant to their own daily lives;
- understand the responsibilities associated with caring for the environment.

### **Implementation**

At All Saints' C of E Primary School, we understand PSHE to be the sum total of all the experiences, planned and unplanned, received by children in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development and thus the well-being of both the individual and ultimately the wider community. Development in PSHE blends seamlessly into everyday school life.

Examples of events and activities we plan for that provide opportunities for the development of life skills are the Junior playleader scheme, Year 6 and EYFS buddy system, child and adult led collective worship, charity days that children plan and lead, visiting a local care home with our 'Up' project, residential trips, growth mindset approach, competitions both in school and across our partnership of schools, partner school work with Central Park London and Vinjeru in Zambia, UKS2 Shine award and a range of productions in school. Lessons themselves often involve teamwork, problem solving investigations and class discussions that promote PSHE too.

Our topic-based curriculum maps in our Shine curriculum also include a spiritual and moral drive, a question or experience that promotes learning and development in PSHE, life skills and our school vision. Through our topic and subject links PSHE is taught in a relevant, purposeful and real-life context. For example, in a Design and Technology lesson on creating a moving vehicle children will consider the damage we are having on God's World and discuss more ecological forms of transport and ways to reduce the damage. Or through the topic of 'Shiver Me Timbers' children will learn about what and who they treasure and will also have the opportunity to explore the need for shared rules and responsibilities as they use Pirates as a stimulus for learning.

Relationships and Health education objectives are directly taught in both KS1 and KS2 in PSHE lessons. These are planned for and are also set out for parents to see on our Shine curriculum maps.

As there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons and through our collective worship where we teach the values for life which include courage, justice, responsibility, respect and perseverance. We promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Our behaviour policy also drives PSHE development. Children discuss our school rights and responsibilities at the start of each year and reflect on these as appropriate throughout the year. Children discuss and learn that everyone within our school community has the right to be happy, to be respected, to be safe and to learn and that is the responsibility of us all to ensure that these rights are withheld. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Pupil voice is also very important to us and we have a number of opportunities for children to be part of a team responsible for an area of the school, meaning that pupils grow into independent, active and responsible members of our school community, playing an active role in decision making. These include school council, international ambassadors, librarians, house captains, sports captains, environmental champions, mental health champions and collective worship monitors.

Celebrating achievement is also important in the development of these life skills. We celebrate children's achievements, both inside and outside school, through celebration assemblies, the giving of housepoints and wall displays.

We use a range of resources to support the teaching of PSHE, including an online based bank of lesson plans and resources called Kapow Primary.

### **Implementation through inclusion, including the needs of SEND pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and abilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedures. We teach PSHE to all children, regardless of their ability. For those with SEND, intervention through school SEN support will lead to the creation of a one-page profile. When teaching PSHE, teachers take into account the targets set for the children in their one-page profile and their needs and abilities. Some of these targets may be directly related to PSHE.

### **The Foundation Stage**

We teach PSHE in EYFS as Personal, Social and Emotional Development, one of the prime areas of learning, and through the learning aspects of Self-regulation, Managing self and Building relationships. Development in this area is seen as an integral part of the EYFS curriculum and is delivered through the Characteristics of Effective Learning; Playing and exploring, Active learning and Creating and thinking critically.

## **Role of PSHE Subject Leader**

The PSHE subject leader is responsible for developing the subject throughout the school by supporting colleagues in their teaching, reviewing resources, liaising with parents, governors and outside agencies where appropriate and monitoring the provision for PSHE in school. They will provide strategic lead and direction for PSHE in the school, keeping informed about current developments in the subject.

## **Role of Governing Body**

The governing body monitors the PSHE policy on an annual basis. They are informed by the PSHE lead of its implementation and impact.

## **Impact**

The PSHE lead will monitor delivery and impact of PSHE through observation, learning walks, work reviews and discussion with teaching staff and children. The PSHE curriculum will promote the life skills that we as a school value. Children will learn to become respectful, tolerant and compassionate individuals who contribute successfully to a range of diverse communities including both local, national and international. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at All Saints' C of E Primary School develop their personalities and behaviour through the specific focus on these values and skills that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw on these experiences in order to engage successfully in the ever-changing world in which they live, both now and in the future.

## **APPENDIX**

Aspects of PSHE taught as Relationships and Health Education (Please see separate RSE policy and the progression of skills in PSHE document found on the website for more detail)

<b>Relationships Education</b>	<b>Health Education</b>
Families and people who care for me	Mental wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships	Healthy eating
Being safe	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body