

# Personal, Social & Health Education (PSHE)



## Lower Halstow and Newington CEP Schools Federation

**‘Respect, Honesty, Kindness,  
Perseverance’**

**‘Welcoming, Forgiving, Generous, Flourishing’**

Created: May 2020

Approved	Team	Review
9/7/20	L & D	

## **Rationale and Organisation**

At Lower Halstow and Newington CEP School Federation our approach to Personal, Social and Health Education is informed by the PSHE association programme of study as recommended by the Department for Education. The statutory health and mental well-being aspects of PSHE come from the Department for Education document

***'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019)***

This policy should be read in conjunction with our Relationship and Sex Education policy in order to see a full picture of our provision, including details of how we address the health topic 'changing adolescent body'.

The Federation approach to PSHE reflects our values both federation and Christian. The Christian vision at Newington underpins all aspects of PSHE and makes a significant contribution to helping all pupils fulfil their God given potential. Seeing personal development through the lens of Christianity makes PSHE at Newington distinct.

Across the Federation, we are committed to the development of children's social, emotional skills, children's self-esteem, their physical and mental health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. Our PSHE curriculum is broad and encompasses both statutory and non-statutory content. Because of this, the experience of pupils is more holistic and links can be made between different experiences and ideas. The HeartSmart scheme of work is used as a basis for PSHE, but our full programme of study is much more wide ranging. This includes targeted activities & experiences for each year group based on their needs, a programme of activities for the whole school to revisit annually and a schedule of themes for the whole school to revisit periodically. This bespoke programme has been put together following trials and consultation with staff, pupils and parents taking account of our local context.

## **Intent**

**At Lower Halstow and Newington CEP Schools Federation we aim for pupils:**

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop an attitude and social skills that enable successful relationships with all members of their community.
- To respect and understand 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.
- To be independent and responsible members of the school, local and global community.
- To gain an understanding of their role as citizens.
- To find out about the main political and social institutions which affect their lives and to know and understand what it means to be a positive and active member of a democratic society.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop financial capability skills for future economic well-being.

**Our Programme of Study will also**

- Promote and embed fundamental British values.
- Promote Social, Moral, Spiritual and Cultural (SMSC) understanding (appendix 1)

## **Implementation**

The PSHE curriculum is covered by our scheme, Heart Smart which meets the current statutory requirements. The programme covers all aspects of Personal, Social, Health (including Relationships and Sex Education), Drugs, Financial and Citizenship Education, and ensures continuity and progression throughout the school.

Heart Smart covers a range of topics in the three core areas:

- Health and Well being (see Appendix 2 for Delivery model and Evaluation Arrangements)
- Relationships (Including RSE – see RSE Policy)
- Living in the wider world

In the Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning.

## **Planning**

In KS1 and KS2 the Heart Smart programme is cyclical, to ensure that key concepts are revisited in alternate years and covered at age appropriate stages. A PSHE lesson is timetabled on a weekly basis, as well as short sessions (for example using a circle time game) throughout the week. In Early Years, planning is drawn from the EYFS curriculum and individual development needs; it is recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning.

During PSHE activities we place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events, for example, fund raising for charities, through links with the community and visitors to school. The children regularly take part in initiatives and programmes to supplement the PSHE curriculum in a carefully planned way. For example, EYFS have road safety lessons, KS1 have scooter skills training and KS2 have Bikeability. Ventures such as charity week, NSPCC talks, e-safety campaigns & community involvement through the church, enrich the children's breadth and depth of learning and aim to create a strong foundation of rights, respect and responsibility. This also provides practical opportunities for children to learn key life skills. Our new ambassador programme allows children to become advocates in areas they feel strongly about or have expertise or knowledge to share.

## **Promoting a healthy lifestyle**

We strongly believe that 'a healthy body supports 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 everyday
- Encouraging parents to provide healthy packed lunches
- Placing a high priority on health and fitness (Daily 30 – Wake and Shake or daily mile)
- Offering a range of after-school clubs, such as boxing, tennis, football, cookery, dance, cheerleading, choir
- Providing fresh fruit daily in EYFS and KS1 and running a tuck shop for KS2
- Encouraging all children to eat healthy snacks and drink water.

Appendix 2 outlines our specific approach to health and mental wellbeing.

## **Inclusion**

Children of all abilities and beliefs have access to the PSHE curriculum. Provision for children with Special Educational Needs and Disabilities is the responsibility of the class teacher with the support of the Inclusion Manager.

### **Cross-curricular Links**

All curriculum areas contribute to PSHE. Some subjects make a very clear contribution such as RE, PE, science & computing, while other subjects make a less obvious but important contribution

- Literacy – discussions regarding morality and dilemmas faced by characters in stories
- History & Geography – changes in society and how human appreciation for the concepts covered in PSHE have evolved over time.
- Art & Music - cultural appreciation and development of a world view

### **Specific Issues**

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances have access to the PSHE curriculum. Stereotypical attitudes are discussed and all children are encouraged to participate. There is an awareness of anything that might be deemed 'sensitive' to a particular child. If this is the case, the child's parent or carer will be informed before the lesson or activity takes place. Common examples are adoption or bereavement (when discussing families).

Due to the nature of PSHE education pupil's learning may result in them seeking advice or support on a specific issue or a disclosure of a sensitive nature. In this instance normal child protection procedures are followed. At the beginning of some sessions it may be important to establish ground rules or create opportunities for anonymity.

### **Equal Opportunities**

The Federation prides itself in providing equal opportunities for all members of its community regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the PSHE curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping and supports personal development. We fully uphold the principles set out in the Equalities Act 2010.

### **Impact – Monitoring and Review**

The PSHE policy is delegated to the SLT for routine review, but the Learning and Development committee and parents are consulted regarding any major changes.

Appendix 2 outlines specific arrangements for monitoring the effectiveness of our health and mental wellbeing education and appendix 2 of the RSE policy has information for how the effectiveness of relationships education is monitored.

Living in the wider world is not formally assessed and is a programme of experiences designed to prepare children to be successful citizens who make a positive contribution and thrive in modern Britain. Teachers undertake formative assessment during activities and adapt them if necessary in order to achieve the stated aims.

## Appendix 1 **SMSC descriptors Ofsted (Nov 2019)**

*The **spiritual** development of pupils is shown by their:*

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

*The **moral** development of pupils is shown by their:*

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

*The **social** development of pupils is shown by their:*

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*The **cultural** development of pupils is shown by their:*

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.

## Appendix 2

### **Health and Mental Wellbeing Education Delivery model and Evaluation Arrangements**

#### Health and Mental Wellbeing Education

Health and mental wellbeing education in primary school focuses on teaching the characteristics of good physical health and mental wellbeing. It provides a foundation to discuss the benefits of good health and wellbeing, enabling all to talk about the feelings and impact of poor health and wellbeing.

#### Vision and Values

At Newington, our Christian vision is for our children to realise their God-Given potential and for this to occur there should be an understanding that good physical health contributes to good mental health and vice versa. Our values of welcoming and forgiveness encourage openness, so pupils feel they can check understanding and seek, if necessary, help and advice as they gain knowledge about how to promote good health and wellbeing. This is important in reducing the stigma attached to health issues, in particular mental wellbeing. In addition the value of generosity will make clear that practising service to others is beneficial for health and wellbeing.

At both Lower Halstow and Newington our federation values include 'perseverance', which helps to reinforce the consistent characteristics of good physical health and mental wellbeing. Emphasising the value of 'respect' provides strategies to promote self-control and the ability to self-regulate. 'Kindness' in our words and actions and the impact this has on the mental well being of ourselves and others is also a core part of our approach. 'Honesty' encourages openness, allowing pupils to seek help in an appropriate way when needed.

#### Scheme of Work

The following Physical and Mental Wellbeing Education topics are taught through the scheme **HeartSmart**.

- 1. Mental wellbeing**
- 2. Internet safety and harms**
- 3. Physical health and fitness**
- 4. Healthy eating**
- 5. Drugs, alcohol and tobacco**
- 6. Health and Prevention**
- 7. Basic first aid**
- 8. Changing adolescent body**

This includes a resource toolkit for resilience, well -being and healthy relationships. The scheme includes all year groups from EYFS to Year 6 and is a graduated age-appropriate programme.

#### **5 HeartSmart Principles developed through each year group.**

- Don't Forget to Let Love in! – learning how important, valued and loved we are.
- Too Much Selfie isn't Healthy! – exploring the importance of others and how to love them well.
- Don't Rub it In, Rub it Out! - Understanding how to process negative emotion and choose forgiveness to restore relationships.

- Fake is a Mistake! - Unpacking how to bravely communicate truth and be proud of who we are.
- 'No Way Through' Isn't True!- Knowing there is a way through every situation, no matter how impossible it may seem.

#### Delivering Physical and Mental Wellbeing Education

- Physical and Mental Wellbeing Education will be planned termly by class teachers including Heartsmart units and stand-alone lessons or experiences taken from the PSHE scheme of work.
- EYFS will integrate Heartsmart units with the Prime Areas of learning - personal social and emotional development and physical development.
- Teachers will work from the Physical and Mental Wellbeing Education topics on a one-to-one basis or in small groups as necessary and appropriate, particularly linked with School and Federation values.
- Experiential learning will help to teach the benefits of hobbies, interests and participation in the local community. This will make it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others benefit physical and mental wellbeing.
- Physical Health and Mental Wellbeing Education will be delivered in a sensitive and well-judged way based on knowledge of pupils and their circumstances, including children with special educational needs or disabilities. Pupils will be given the language and knowledge to understand the normal range of emotions that everyone experiences.
- Physical Health and Mental Wellbeing will be implicit in all online learning and time online and age restrictions will be discussed and taught.
- The use of visitors will be to enhance learning and will be arranged by a member of staff following the protocols for working with outside agencies.
- Staff will take any issues or concerns beyond those set out in the Physical Health and Mental Wellbeing Education curriculum to SLT or FLO.

#### The right to withdraw

**There is no right to withdraw from Physical Health and Mental Wellbeing Education.**