

Personal, Social, Health Education Policy (PSHE)

Agreed January 2021

To Be Reviewed January 2024

Personal, Social and Health Education Policy

Introduction:
At Castle Hill, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

Objectives:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

See the Relationship Policy for further details of how we meet this responsibility.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence.

Aims:
PSHE education at Castle Hill aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective interpersonal relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Curriculum organisation:

- Every class has a timetabled session for PSHE/Circle Time every week.
- In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects.

- PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

Teaching and learning strategies:
A range of teaching and learning strategies are used:

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of charters which are made explicit to the children and reinforced consistently.
- Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class charters; council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school.

Planning:
Class teachers plan for PSHE in accordance with the PSHE curriculum and following the new Hampshire Guidelines (published 2020). This is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class.

Assessment:
At Castle Hill assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their work and performance, measured against the specific learning objectives set out in the PSHE scheme of work.

Thrive Approach:
The Thrive Approach believes that every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. The Thrive approach is a way of assessing and supporting children's emotional and social development. These assessments can then be used to provide personalised programmes for classes, groups and individuals. Every child will be supported through the school-wide Thrive approach. An initial assessment will enable class teachers to identify particular topics to work on, such as how to have different opinions without falling out or how to recognise when someone is unhappy or upset. Children who need more support will meet regularly with a Thrive practitioner in small groups or one-to-one, to focus on their learning needs together.

RRE:
Castle Hill is a 'Rights Respecting School.' Children's rights are central to all aspects of UNICEF's work and we are working to make sure that the United Nations Convention on the Rights of the Child is embedded into all our work.
Being a Rights Respecting school means that we teach our children how to be upstanding, considerate and thoughtful citizens. They learn about their own rights as children, as well as of those around them, and how their actions and choices can have an impact on their friends, school and even the world around them. We also strongly promote pupil voice and encourage our children to give their opinions on issues both in and out of school. Each class has an RRE Ambassadors, chosen as a positive role model and as spokesperson for their class.

Equal Opportunities:
Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

LINKED POLICIES:

Behaviour Management Policy (including Anti-Bullying)
Child Protection Policy
Safeguarding Policy
Single Equality Policy
Internet Access, E-safety and Acceptable Use Policy
SEN Policy
Relationship and Health Policy
Whole School Healthy Eating Policy
Anti Litter Policy