



# Personal, Social and Health Education (PSHE) Policy

**May 2023**

# COLESHILL HEATH SCHOOL

## PERSONAL, SOCIAL and HEALTH EDUCATION POLICY (PSHE)

### 1 Aims and Objectives

1.1 As a Values based school, Personal, Social and Health Education (PSHE) and the delivery of it, is central to our school life. PSHE enables children to become healthy, independent and responsible members of society. Children at Coleshill Heath School are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing their self-esteem and emotional well-being are developed. Children are taught how society is organised and governed, ensuring that they experience the process of democracy in school through elections to the School Parliament, the Sports Council and of Code Captains. They are taught about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and global citizens.

1.2 The aims of teaching personal, social and health education are to enable the children to:

- ♦ know and understand what constitutes a healthy lifestyle
- ♦ be aware of safety issues; including issues around e-safety and bullying
- ♦ understand what makes for good relationships with others
- ♦ have respect for others
- ♦ be independent and responsible members of the school community
- ♦ 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 school and the wider community

1.3 Global citizenship is a way of teaching the existing curriculum, promoting social justice and equality through every subject area including ICT, assemblies and across the whole school.

PSHE will be tackled in a cross curricular manner, using a broad and balanced approach and will be part of every aspect of school life.

## 2 **Teaching and Learning**

**The PSHE curriculum will primarily be delivered using the Connecting Curriculum scheme of work; a bespoke scheme which has been developed by the school. However, effective PSHE will only be achieved if it is also taken outside the classroom and its importance recognised in every aspect of school life.**

- 2.1 A range of teaching and learning styles are used. An emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities as well as reflection. The children are encouraged to take part in a range of practical activities that promote active citizenship, eg charity fundraising and planning special events. Classes are organised in such a way that children are able to participate in discussion to resolve conflicts, using a Restorative Justice approach and the three school rules Ready, Respectful and Safe are promoted. Children have the opportunity to hear visiting speakers at their place of work or at school, such as health workers and representatives of various faiths, to talk about their role in creating a positive and supportive local community.
- 2.2 Weekly PSHE assemblies are held in both Key Stages on given themes, giving pupils the opportunity to think about issues through vertical teaching.
- 2.3 An extensive enhanced curriculum is provided. See Appendix 1.
- 2.4 Children are encouraged to make informed choices regarding their way of life for example, drugs use, foods eaten, further education and career opportunities etc.

## 3 **PSHE Curriculum Planning**

- 3.1 PSHE is primarily taught, in Key Stages 1 and 2 through weekly, Connecting Curriculum lessons, in each year group. These lessons are reinforced through the weekly awarding of certificates in class for SEMH achievements. Early Years provision ensures PSHE is integrated throughout all teaching.
- 3.2 PSHE is introduced through other subjects, eg English, Science, Geography, PE, D/T and ICT. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE, and a significant amount of the PSHE is taught through our Religious Education lessons and collective worship. The programmes of study promote children's spiritual, moral, social and cultural development.
- 3.2 PSHE is developed through activities and whole-school events e.g. elected class representatives from Years 2 - 6 meet weekly as our School Parliament to discuss school matters. A whole school Anti-Bullying Week promotes positive behaviour and involves parents and carers; this is revisited throughout the school year. Residential experiences for Years 3 – 6 are offered where there are particular foci on developing pupils' self-esteem, and social and team-building skills. Sports Council Reps are elected for Years 4 – 6 and are involved in the development of the PE curriculum and its delivery. Children elect Year 6, 'Code Captains' for each of the houses (Courage, Kindness, Confidence and Honesty) to represent them and the school at different events and show visitors around.

#### 4 **Teaching PSHE and Citizenship to Children with Special Needs**

PSHE and citizenship is taught to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE the individual needs of these children are considered and reasonable adjustments are made.

#### 5 **Supporting Gender Variant and Trans\* Young People**

Gender Variant and Trans\* children will need support and/or specific provision. This is outlined in the Sex and Relationships Education (SRE) policy.

#### 6 **Assessment and Recording**

- 6.1 In Nursery and Reception each class has their own floor book which the class teacher is responsible for producing. This will have evidence of learning of all aspects of PSHE and related activities that the children have taken part.
- 6.2 From Years 1 – 6 all children have an individual book in which they record their PSHE learning. These books will go through the school with them, recording their primary learning journey.
- 6.3 As a spiral curriculum each section of the ‘Connecting Curriculum’ will include revisiting and retrieving previous learning. Children will consistently reflect on and assess their own learning.
- 6.4 At the start of each unit pupils will complete an ‘assessment for learning’ activity in their books. They will revisit this at the end of each unit and summarise their learning and developed understanding.
- 6.5 Children and teachers will each assess against a short series of ‘I can...’ statements at the end of each unit.
- 6.6 Progress is reported to parents/carers at Parents’ Evenings and in the children’s termly reports.

#### 7 **Monitoring and Review**

- 7.1 The PSHE subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Time is allocated to the subject leader to review samples of children’s books, visit classes to observe teaching in the subject, to talk with pupils and hear their views and to develop the subject.
- 7.2 The Health-Related Behaviour questionnaire’s comparative data (HRBQ) and school data from ECM Perceptions assist in informing future changes to the development of PSHE.

## 8 **Equal Opportunities**

- 8.1 Every child has the opportunity to experience success in learning and to achieve a high standard. At Coleshill Heath School, high expectations are set and opportunities are provided for all children to achieve.
- 8.2 There is an awareness that children bring to school different experiences, interests and strengths that these influence the way in which they learn. Approaches to teaching and learning are planned so that all children can take part in lessons fully and effectively.

## 9 **Sex and Relationships Education**

Sex and Relationships Education - please refer to separate policy.

## 10 **Drugs and Alcohol Education**







Drugs and Alcohol Education - please refer to separate policy.

### **Note**

This PSHE Policy should be read within the framework of the National Healthy School Standard.

**CHS Connecting Curriculum**
**PSHE and British Values**

*This overview will be revised during Summer 2, 2023, after the first full-year of teaching the new curriculum. Feedback from teachers will be gathered and the balance of each unit re-evaluated.*

Unit	Long Term Overview	Signposting and Enhancing
<b>AUTUMN 1</b> <b>Connecting to</b> <b>Myself ('new me')</b> 	<ul style="list-style-type: none"> <li>• <b>Ground rules/school rules and values – core and additional/who and where to seek help in school &amp; out of school/goal setting</b></li> <li>• School – rules/responsibilities/rights/boundaries</li> <li>• Digital - rules/responsibilities/rights/boundaries</li> <li>• Learning behaviours &amp; meta cognition</li> <li>• Self-awareness/self-respect</li> <li>• Values and boundaries and consent</li> <li>• Emotional literacy – recognising, naming and managing emotions</li> <li>• Resilience</li> <li>• Assertive</li> <li>• Self-care (inc kindness to myself)</li> <li>• <b>Racism</b> - Respect and tolerance of others – <i>inc faith BV and link with RE*</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Well Being Posters – where to get help/who can help</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/all-about-me-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/all-about-me-toolkit/</a></li> <li>○ Safeguarding Posters</li> <li>○ Peer Mediators</li> <li>○ Peacemakers</li> <li>○ Restorative Justice</li> <li>○ School Parliament elections</li> <li>○ Code Captain elections</li> </ul>
<b>AUTUMN 2</b> <b>Connecting to My</b> <b>Communities</b> 	<ul style="list-style-type: none"> <li>• Anti-Bullying – staying safe</li> <li>• Co-operation and collaboration</li> <li>• Family – different family units/healthy family relationships/marriage and commitment/managing to deal with conflict – seeking help/advice</li> <li>• School – roles (<i>inc democracy voting</i>)</li> <li>• Community – elderly, disability, diversity and inclusion <i>Protected characteristics - individual liberty</i></li> <li>• <i>Democracy</i> – role of Parliament</li> <li>• <i>Rule of law</i> – role of the police, judiciary etc</li> <li>• <i>R.E. links* – faith celebrations: Harvest, Eid, Hanukah, Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Anti-Bullying Week</li> <li>○ World Kindness Day</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/appreciation-circles-celebrating-ourselves-and-others/">https://www.mentallyhealthyschools.org.uk/resources/appreciation-circles-celebrating-ourselves-and-others/</a></li> <li>○ 'Respecting faiths' Local Food Bank collection and Christmas hampers</li> </ul>
<b>SPRING 1</b> <b>Connecting to</b> <b>Respectful</b> <b>Relationships</b> 	<ul style="list-style-type: none"> <li>• Positive relationships – friendships – dealing with conflict – face to face and virtual</li> <li>• Power and control – acceptable, unacceptable</li> <li>• <i>Individual liberty</i></li> <li>• Managing healthy/unhealthy or hurtful relationships - peer pressure</li> <li>• Digital on-line bullying</li> <li>• Physical greetings</li> <li>• Bereavement</li> </ul>	<ul style="list-style-type: none"> <li>○ Safer Internet Day</li> <li>○ Children's Mental Health Awareness Week</li> <li>○ Autism Awareness Day</li> </ul>
<b>SPRING 2</b> <b>Connecting to</b> <b>Global</b> <b>Communities</b> 	<ul style="list-style-type: none"> <li>• Contributions to wider communities / Volunteering</li> <li>• Shared responsibilities</li> <li>• Media literacy &amp; digital resilience</li> <li>• <i>Individual liberty</i></li> <li>• Bullying, racism, homophobia</li> <li>• Refugees and asylum seekers</li> <li>• Economic well-being and money</li> <li>• Protecting our planet</li> </ul>	<ul style="list-style-type: none"> <li>○ UNICEF – rights &amp; respect award</li> </ul>
<b>SUMMER 1</b> <b>Connecting to a</b> <b>Safer Me</b> 	<ul style="list-style-type: none"> <li>• Healthy lifestyles: physical, mental, emotional</li> <li>• Digital safety &amp; media literacy</li> <li>• Life style choices: diet and exercise</li> <li>• Drugs – use and misuse (inc alcohol and smoking)</li> <li>• Economic wellbeing and careers</li> <li>• First Aid and seeking help</li> <li>• Oral hygiene</li> <li>• Fire safety</li> <li>• Road safety</li> <li>• Sun Safety (KS1)</li> <li>• FGM (Year 6) <i>This topic needs to be taught to both girls and boys – letter to parents needs to be sent after the session has taken place for safeguarding reasons.</i></li> <li>• Gambling Year 6</li> </ul>	<ul style="list-style-type: none"> <li>○ Bikeability – cycle safely Years 3, 4 and 5</li> <li>○ Scootability – Year 1</li> <li>○ Road Sense – Year 2</li> <li>○ West Midlands Fire Service – Year 4. Fire Safety Sense</li> <li>○ Dental Nurses – Year 4.</li> <li>○ P.C? – Years 5&amp;6 Knife Crime</li> <li>○ First Aid – Year 4,5,6</li> <li>○ Relax Kids – all year – individual and groups</li> <li>○ Wasps – rugby community prog. Year 4. Staying healthy – diet, mental health, physical fitness</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/healthy-and-unhealthy-coping-strategies-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/healthy-and-unhealthy-coping-strategies-toolkit/</a></li> </ul>
<b>SUMMER 2</b> <b>Connecting to a</b> <b>Changing Me</b> 	<ul style="list-style-type: none"> <li>• Growing and changing – physically. RSE curriculum. <b>(Reception to be taught body parts following the new guidance)</b></li> <li>• Transitions – year group, phase, secondary</li> <li>• Reflections on the year, goals and dreams for the next year</li> </ul>	<ul style="list-style-type: none"> <li>○ National Money Week</li> <li>○ NSPCC Number Day</li> <li>○ Careers Fair</li> </ul>



Policy Name:	<b>PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)</b>
Staff Responsible:	Ms C Whiting
Governor Responsible:	Scrutiny & Outcomes Committee (Mrs M O'Neill)
Date for Review:	May 2026 (3 Years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Board – 10 <sup>th</sup> July 2023