



**King's  
Hawford**

## **PSHE Policy**



## 1. Introduction

This policy supports a whole school approach to Personal, Social, Health and Economic Education (PSHE) in the curriculum, and throughout the life of the School and its community. It is consistent with current legislative frameworks and statutory guidance, including Keeping Children Safe in Education (2024).

This policy was produced by Russ Marsland (PSHE Co-ordinator) in consultation with the Senior Management Team and the Head of PSHE & RSE at King's Worcester.

## 2. Legal Requirements

This Policy is intended to comply with the requirements of The Education (Independent School Standards) Regulations 2014 and the ISI's Framework for the inspection of association independent schools.

Since September 2020, all primary schools (including independent schools) have been obliged to include Relationship Education (RE) in their PSHE education and this is addressed in the King's Hawford & King's St Alban's RSE Policy.

Please note that Relationships Education is statutory for all schools and parents/guardians do not have the right to withdraw their child. However, we believe that Sex Education is a vital element of a child's learning and feel it is important to include it within our curriculum. We have tailored it to fit the needs of the children at King's Hawford. Sex Education is recommended by the Government, but is still not statutory, therefore, parents/guardians can request that their child be excused from these elements of the programme (up until three terms before their 16th birthday).

## 3. Aims

The main aims of the PSHE curriculum are to:

- encourage a positive sense of self
- encourage good attitudes and relationships with others
- develop an understanding of differences between pupils and their view points
- equip pupils with the skills and attitudes needed to develop good learning techniques
- promote a healthy and safe lifestyle
- promote the development of self esteem
- create an atmosphere that promotes respect for self and each other
- develop an extended curriculum that provides opportunities for responsibilities and experiences that will prepare our children for the adult world
- develop pupils' roles as citizens through the inclusion of citizenship studies
- be prepared for the opportunities, responsibilities and experiences of life in British society.

King's leadership is committed to actively promoting principles which enable pupils to:

- distinguish right from wrong
- respect the civil and criminal law of England
- acquire a broad general knowledge of and respect for public institutions and services in England.

Pupils are encouraged to:

- show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the School is situated, and to society more widely
- acquire an appreciation of and respect for their own and other cultures which furthers and promotes tolerance and respect between different cultural traditions
- respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England.

## **4. Equality of Opportunity**

The PSHE curriculum is taught to all children in the School and takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC Plan. Work will be accessible to all pupils, regardless of prior knowledge, ability or whether they have special educational needs. We ensure that the School strives to do the best for all pupils irrespective of race, gender, disability, cultural or religious background. The curriculum offered supports equal opportunities and challenges notions of prejudice and discrimination in the range of human experience. We encourage respect for other people by paying particular regard to the protected characteristics of the Equality Act 2010 (namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). We have a duty to ensure that teaching is accessible to all children and young people, including those who identify as lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will promote understanding and respect. Staff must educate without prejudice or discrimination and promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude and promote this attitude in turn to our pupils.

## **5. Curriculum Design**

At King's Hawford, we see PSHE and Citizenship as being at the centre of the teaching and learning of our pupils. Our approach to PSHE consists of a comprehensive and developmental programme of teaching and learning, where the health and well-being of children and of the whole school community are actively promoted. Our PSHE programme has a positive influence on the ethos, learning and relationships throughout the School. It is central to our values and to achieving our School's stated aims and objectives.

Our PSHE programme helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/guardians, workers and members of society. It is embedded within the wider learning offered by the School to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our School and community.

PSHE helps to:

- give pupils the knowledge, skills and understanding they need to lead confident and healthy, independent lives and to become informed, active, responsible citizens
- encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School and surrounding communities
- explore, clarify and if necessary challenge, their own and others' values, attitudes and beliefs
- improve relationships by highlighting each individual's worth, developing mutual trust, working cooperatively with others and improving communication skills
- develop pupils' ability to become responsible for their own learning
- inform pupils of the main political and social institutions that affect their lives, as well as their responsibilities, rights and duties as individuals and members of communities
- equip pupils with the tools to become financially capable
- promote British values
- Where political issues are brought to pupils' attention, including in the promotion at the School of and/or during extra-curricular activities, pupils are offered a balanced presentation of opposing views of political issues, and the promotion of partisan political views is precluded.

We are also aware of the way PSHE can reduce or remove barriers to learning (such as bullying, discrimination, low self-esteem and unhealthy/risky behaviours) and that it supports many of the principles of Safeguarding.

## **6. SMSC**

Our PSHE programme makes an essential contribution to the development of Spiritual, Moral, Social and Cultural (SMSC) knowledge and understanding of the children in our school, and also to their personal development, behaviour and welfare. It actively promotes British Values within the curriculum through democratically elected positions such as pupil parliament membership, house captaincy, the prefect system and more specifically in the following units in the PSHE programme:

- Citizenship – Rights, Rules and Responsibilities in Years 1-6
- Citizenship – Diversity and Communities in Years 1-6
- Myself and My Relationships – Family and Friends in Years 1-6.

## **7. Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning is essential to cover the following three areas:

- making relationships
- self-confidence and self-knowledge and self-esteem
- managing feelings and behaviour.

Planning is child-led to reflect the interests of the children and the needs of the School. Circle time discussions will follow elements of the Cambridgeshire Primary Personal Development Programme (**Appendix 1**).

We provide a programme of activities which are appropriate to the educational needs of EYFS pupils in relation to personal, social, emotional and physical development and communications and language skills.

## 8. Related Policies

This policy also underpins our provision and policies in many other areas of the curriculum and school life as a whole. The following school policies are closely connected with our work in PSHE and Citizenship: Anti-bullying, E-Safety, Drug Education, Relationships and Sex Education, Equal Opportunities, Safeguarding and Child Protection, Inclusion, Visiting Speakers, Confidentiality, Science, Assessment, Recording and Reporting, Behaviour Management, Disability Discrimination, Teaching and Learning.

## 9. Curriculum Organisation

The Scheme of Work followed by our school is based on the 'Cambridgeshire Primary Personal Development Programme'. Children receive their entitlement for learning in PSHE through a spiral curriculum which demonstrates continuity and progression. The topic areas are:

Myself and My Relationships - *My Emotions, Family and Friends and Anti-bullying, Managing Change*

Citizenship – *Rights, Rules and Responsibilities and Diversity and Communities*

Health and Safer Lifestyles – *Managing Risk/safety contexts, Digital Lifestyles, Healthy Lifestyles, Relationship and Sex Education, Drug Education and Personal Safety*

The programme is delivered through a variety of opportunities including:

- designated PSHE time – classes from Years 1-6 receive a 35-minute lesson each week usually delivered by their form teacher
- circle time discussions on a weekly basis for a minimum of 35 minutes
- occasional Year Group or gender group teaching for example in some RSE topics
- subjects across the curriculum, e.g. science, literacy, religious education, PE, MFL,
- enrichment days/weeks, e.g. E-Safety Day, British Values Day, Staying Safe Day, Charity Week
- residential trips e.g. Year 2 Hawford sleepover, Year 3 Malvern Outdoor Elements, Year 4 Broad Haven, Year 5 Malvern & Dukes Barn, Year 6 Carsington
- day visits, e.g. Year 4 Bishops Wood trip, Year 5 visit to Severn Trent Water
- assemblies
- small group work, e.g. committee meetings within Pupil Parliament, House Captains, Prefects
- afterschool clubs tailored to meet the needs of specific children.

PSHE is also addressed on a daily basis as questions and incidents arise and all members of the School staff are expected to be involved in these situations and are supported in this.

Planning has been provided by the 'Cambridgeshire Primary Personal Development Programme' and links to the whole school overview (**Appendix 2**). The planning in place is a step-by-step guide which includes resources to meet statutory guidelines.

However, teachers may wish to develop their own as long as they cover the main objective for the lesson. At times, it may be necessary to divert from the plans in order to deal with issues that arise. PSHE should be flexible in order to focus on the needs of the children in the class. Therefore, coverage may change year on year, but this will be noted on the whole school overview (**Appendix 2**) when needed.

## 10. Teaching and Learning Strategies

The three strands which are necessary for effective learning in all areas of PSHE are: Knowledge, Skills and Attitudes. These will be evident in PSHE teaching and will enable pupils to:

- develop self-awareness and positive self-esteem
- become more mature, independent and self-confident
- learn to respect the differences between people and cultures
- learn to keep themselves and others safe
- develop effective and satisfying relationships
- make informed choices about their health, lifestyle and environment
- develop their sense of social justice and moral responsibility
- take more responsibility, individually and as a group, for their own learning and behaviour and to resist bullying
- begin to understand that their own choices and behaviour can affect local, national or global issues
- play an active role as members of the School and citizens in the wider society
- make the most of their abilities.

### Methodology

In order to address the 'active learning triangle' of knowledge (**Appendix 3**), skills and attitudes, a wide range of methodology is used in teaching the PSHE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, brainstorming, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience. There are also many opportunities to incorporate Learning Outside the Classroom in PSHE lessons.

Through our teaching we will strive to ensure that all children will be encouraged to show respect for each other's point of view, share ideas with the whole class and be part of any decision-making processes.

Due to our ever-expanding wider provision of PSHE, along with our broad and balanced curriculum,

there are overlaps with other subjects, for example ICT, Science and PE. Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way.

### **Ground Rules**

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. We promote the needs and interests of all pupils, inclusive of gender, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHE and Citizenship provision. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

### **Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSHE. We answer questions relating to areas beyond the taught, planned curriculum for that age group (or younger), in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader. Questions may be referred to parents/guardians if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHE such as RSE and Drug education can be found in the specific policies for those areas.

### **Confidentiality**

The nature of PSHE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow DfE guidance and the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour Management and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the School's guidance on confidentiality and on safeguarding, and other relevant school policies.

## 11. Learning Support

Due to the range of teaching and learning methods in PSHE and Citizenship lessons, all children, regardless of their physical or academic disabilities, will be able to participate fully in this subject. The abilities of the children will be taken into account when planning activities and written and practical work may be differentiated and modified accordingly.

Teachers will try to involve all children through differentiated questioning and where necessary, less able children will receive individual instruction or additional assistance in performing tasks. In relation to those with special educational needs, we will review our PSHE programme to ensure that provision is made for those with additional needs.

## 12. Use of IT

It is important to link to the ICT/computing curriculum, which teaches about online safety. It is vital for PSHE and RSE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online. Due to the new statutory requirements, we have now included a new strand of work called 'Digital Lifestyles' which will be taught in Years 1, 3 and 5. This will be linked to a second unit of work called 'Personal Safety' focussing on how to stay safe online (Years 2, 4 and 6).

There are many other opportunities to incorporate IT into the teaching of PSHE. iPads or laptops may be used when creating posters or producing written pieces of work. The internet, alongside the library, is an invaluable resource when researching topics; there are also a number of occasions when websites and interactive games may be mentioned on the planning as being beneficial to learning.

## 13. Resources

Each class teacher is provided with a PSHE folder for the year group they are teaching. These outline the Scheme of Work, break down each term's units of work and provide suggestions for activities, appropriate worksheets and lists of resources. Books that are mentioned are kept by the Subject Coordinator, who will also assist with gaining additional resources if necessary. Resources may need to be shared by teachers and year groups and so it is important that they are returned as soon as possible to the Central PSHE Resource area. Resources and links to relevant websites can also be made accessible to parents/guardians and children upon request (**Appendix 4**).

## 14. Involving Parents and Guardians and the Wider Community

The most powerful PSHE education is collaboration between school and home. We are committed to working with parents/guardians and allow them to have their input through a policy consultation period and tailored surveys. Parental meetings will also be held allowing interested parents and guardians to find out more about their child's PSHE and RSE progress. We will communicate to parents/guardians about their right to withdraw their children from Sex Education in the Relationship and Sex Education Policy which can also be found online via the School's website or by contacting the School Office directly for a hard copy.



## Visitors

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

Parents/guardians are also welcomed to support chosen year groups through discussion-based activities relating to the chosen unit of work. Parents/guardians will be informed of the appropriate policies and checks before arrival. All visitors must sign in at the front desk before entering the School. When visiting speakers are used to support the PSHE programme, the appropriate protocol, detailed in the Safeguarding policy, is followed.

## 15. Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement as well as identifying areas of weakness, which can then be used to inform planning of future work. For each Unit of Work there will be an assessment activity that will allow the teacher to observe and assess the pupils' progress. Assessment in PSHE may take many forms: observing drama or role-play tasks, marking written or artistic work, interpreting understanding from participation and input during discussion, looking for the demonstration of cooperative or communication skills during paired or group situations etc.

Pupils do not pass or fail within this subject; they are not graded as in other curriculum subjects. Teachers assess whether a pupil is working at the expected level, working towards or working beyond it. In addition to this, pupils are given the opportunity to reflect on their own learning and personal experiences, they may even be encouraged to set personal goals and agree strategies for reaching them. The process of assessment should have a positive impact on pupils' self-awareness and self-esteem.

When whole school reports are issued, there will be a short PSHE subject report. Form teachers should also be commenting on each child's personal and social development during PSHE lessons which will prove invaluable.

## 16. Review and Monitoring

We are committed to the ongoing development of PSHE in our school. The subject coordinator, with the support of staff will:

- develop and update the subject policy
- attend courses and conferences as and when deemed necessary
- ensure well understood programmes of study and schemes of work are in place and reviewed at the end of each year
- follow the correct scheme of work and link to the appropriate year group
- hold regular subject meetings to monitor the new areas of learning
- have regular meetings with Science, ICT and PE coordinators to ensure all statutory areas of learning are met and not duplicated
- call and manage termly meetings to plan, monitor, review and evaluate the PSHE programme

- provide INSET training as appropriate
- maintain and update the School's PSHE resources
- keep up to date with current thinking in the area of PSHE
- the scheme of work and medium-term planning will be evaluated on a termly basis and changes will be made as thought necessary by teaching staff.

## 17. Review

This policy will be reviewed by the PSHE Co-ordinator annually to ensure it continues to meet the needs of pupils, staff and parents/guardians and that it is in line with current Department of Education advice and guidance.

<b>Authorised by</b>	Resolution of the Governors
<b>Signature</b>	
<b>Date Adopted</b>	26 September 2024
<b>Revised on</b>	27 September 2024
<b>Review due</b>	01 September 2025
<b>Circulation</b>	Members of Governors/ all staff / parents / pupils [on request]

## Appendix 1: EYFS Overview

### Cambridgeshire Primary Personal Development Programme • EYFS Framework

#### Myself & My Relationships

##### Beginning and Belonging (BB F)

- How am I special and what is special about other people in my class?
- **What have I learnt to do and what would I like to learn next? SR**
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- **How can I play and work well with others? SR**
- **How can I show I am listening to an adult? SR**
- **What can help me to follow instructions? SR**

- Belonging in the class
- Likes and dislikes
- Similarities and differences
- Setting goals
- Listening skills
- Rights Rules and Responsibilities
- Communication & cooperation
- Ground Rules
- Right and wrong
- Fair and unfair

#### Myself & My Relationships

##### Family and Friends (FF F)

- **Who are my special people and why are they special to me? BR**
- **Who is in my family and how do we care for each other? BR**
- **What is a friend and how can I be a good one? BR**
- **How do I make new friends? BR**
- **How can I respect my own needs and the needs of others? BR**
- **How can I make up with friends when I have fallen out with them? BR**
- **How does what I do affect others? BR**
- Do I know what to do if someone is unkind to me? SR

- Families
- Kindness, cooperation & turn taking
- Friendship
- Bullying
- Conflict resolution
- Telling an adult & asking for help
- Being assertive
- Networks of support
- Supporting others

#### Myself & My Relationships

##### My Emotions (ME F)

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- How might I and others feel when things change? SR
- What are some simple ways to help myself feel better? SR
- How can I help other people feel better? SR
- What could I do when things are difficult for me? MS

- Identifying and managing emotions
- Feelings, thoughts and behaviour
- Fair and unfair
- Loss and change
- Empathy
- Perseverance & resilience
- Independence & asking for help

#### Citizenship

##### Identities & Diversity (ID F)

- **Who are the people in my class and how are we similar to and different from each other? PCC**
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- **What are some of the similarities and differences in the way people live their lives? PCC**
- **What is life like in other countries? PCC**
- How can we value different types of people including what they believe in and how they live their lives?
- **How do we celebrate what we believe in and how is this different for different people? PCC**

- Similarities, difference and diversity
- Respecting and valuing others
- The way we live
- Neighbourhood
- Our beliefs
- Routines, customs and traditions
- Culture, race and religion

## Appendix 2: School Overview/Annual Topic Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Myself and My Relationships</b> My Emotions	<b>Citizenship</b> Diversity and communities	<b>Healthy &amp; Safer Lifestyles</b> Managing safety & risks/safety contexts	<b>Healthy &amp; Safer Lifestyles</b> Digital lifestyles	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*	<b>Healthy &amp; Safer Lifestyles</b> Healthy lifestyles
Year 2	<b>Citizenship</b> Rights, rules and responsibilities	<b>Myself and My Relationships</b> Family and friends	<b>Myself and My Relationships</b> Anti-bullying	<b>Healthy &amp; Safer Lifestyles</b> Drug educations	<b>Healthy &amp; Safer Lifestyles</b> Personal safety	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*
Year 3	<b>Myself and My Relationships</b> My Emotions	<b>Citizenship</b> Diversity and communities	<b>Healthy &amp; Safer Lifestyles</b> Managing safety & risks/safety contexts	<b>Healthy &amp; Safer Lifestyles</b> Digital lifestyles	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*	<b>Healthy &amp; Safer Lifestyles</b> Healthy lifestyles
Year 4	<b>Citizenship</b> Rights, rules and responsibilities	<b>Myself and My Relationships</b> Family and friends	<b>Myself and My Relationships</b> Anti-bullying	<b>Healthy &amp; Safer Lifestyles</b> Drug educations	<b>Healthy &amp; Safer Lifestyles</b> Personal safety	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*
Year 5	<b>Myself and My Relationships</b> My Emotions	<b>Citizenship</b> Diversity and communities	<b>Healthy &amp; Safer Lifestyles</b> Managing safety & risks/safety contexts	<b>Healthy &amp; Safer Lifestyles</b> Digital lifestyles	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*	<b>Healthy &amp; Safer Lifestyles</b> Healthy lifestyles
Year 6	<b>Citizenship</b> Rights, rules and responsibilities	<b>Myself and My Relationships</b> Family and friends	<b>Myself and My Relationships</b> Anti-bullying	<b>Healthy &amp; Safer Lifestyles</b> Drug educations	<b>Healthy &amp; Safer Lifestyles</b> Personal safety	<b>Healthy &amp; Safer Lifestyles</b> Relationships and sex education*

\*indicates a part of the curriculum containing a lesson (or lessons) from which parents/guardians have the right to withdraw their child. See RSE policy (7.2) for further details

## Appendix 3: Life Skills

# Life Skills

**Knowledge and Understanding**  
Factual information  
Language and Vocabulary  
Sources of information & support

**Self  
Esteem  
and  
Resilience**

**Skills**  
Decision making  
Building relationships  
Managing Emotions  
Resisting pressure

**Attitudes**  
Towards self  
Towards others  
Towards learning  
Towards communities

## **Appendix 4: Primary PSHE Key Website – For Children, Teachers and Parents/Guardians**

Healthy Eating/Physical Activity

<https://campaignresources.phe.gov.uk/schools>

Puberty

<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>

Bullying/Healthy Relationships

<http://www.bullying.co.uk/>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

<http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit/>

Emotional Health

<https://childline.org.uk/>

<http://www.youngminds.org.uk/>

Financial Education

<https://www.pfeg.org/>

<https://www.young-enterprise.org.uk/>

Citizenship

<http://www.gogivers.org/>

<http://www.citizenshipfoundation.org.uk/main/page.php?427>

Democracy

<http://www.parliament.uk/education/>

Substance Misuse

<http://mentor-adepis.org/>

Internet Safety

<https://www.thinkuknow.co.uk/>