St Ives School
Haslemere

PSHE

Personal, Social and Health Education (PSHE)

At St Ives children from Year One to Year six study PSHE for 30 minutes a week. Importantly, PSHE extends beyond formal lessons, and comprises all aspects of the school's provision to promote pupils' health and personal and social development. In the Early Years, PSHE is taught as part of the PSED curriculum.

Ultimately, the children's happiness and wellbeing are the school's top priorities. For this reason PSHE is valued at St Ives and is at the heart of our school curriculum. It is a key aspect of the school's pastoral care program.

This policy applies to all members of our school community and we seek to implement this policy through adherence to the procedures set out in the rest of this document.

St Ives School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document. This policy encourages respect for the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office.

This document is reviewed annually. The next scheduled date for review is July 2026.

PSHE

The PSHE programme is partly based on the Social and Emotional Aspects of Learning (SEAL) documents in order to develop a breadth of social and emotional skills and understanding. However, all lessons are adapted and tailored to best suit the current needs of the children at St Ives School. Furthermore, multiple additional topics such as mental health, safety and British Values are studied. Importantly, we explore race – taking into account current cultural considerations; and sex and relationships. This ensures a complete breadth and depth to the PSHE curriculum, and that we are fully up to date with all new RSE guidance and requirements. The principal aims of our personal, social and health education (listed below) reflect the ethos of the school and the values we hope to develop in our community.

Principal aims:

- To help children develop good social skills in order to help them form happy, supportive friendships and to work effectively with others.
- To prevent and tackle bullying.
- To help children set goals and find practical ways of achieving these.
- To teach children how to cope with change.
- To accept responsibility for their behaviour.
- To teach children how to face challenges and to cope with failure as well as success.
- To promote high self-esteem and a sense of pride in the children, whatever their gifts and abilities.
- To distinguish right from wrong and to respect the civil and criminal law of England.
- To understand and manage their emotions.
- To see beyond St Ives – to appreciate difference and develop respect for their own and others' racial and cultural diversity, and avoid and resist racism
- To promote tolerance and harmony between different cultural traditions.
- To contribute positively to the school community and to show initiative.
- To 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 by becoming confident and positive contributors.
- To develop skills of creative thinking and reflective learning.
- To develop self-knowledge and self-confidence.

- To develop an understanding of hazards and to promote their own safety.
- To promote an awareness of mental health issues as appropriate, and to teach children the importance of mindfulness and relaxation.
- To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- To encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- To prepare for their future Citizenship education by starting to develop cultural, political, global awareness and effective preparation for future life in British society.
- To provide the children with the opportunity to gain a broad general knowledge and respect for Public Institutions and Services in England.
- To instil an understanding of British Values into St Ives pupils, especially in terms of promoting the importance of community and tolerance.
- To understand how they can contribute to community life by becoming effective users of its services and facilities according to their maturity.

Beyond the Classroom

PSHE is much more than just the taught curriculum and is also present in:

- The ways the school supports personal and social development; for example charity work, the assembly programme, house system, school trips, extra-curricular activities, School Council, circle time sessions and our behaviour expectations.
- Our school Mission Statement and the value we place on developing the whole person.
- We strive to give our pupils effective preparation for future life in British society as outlined in Careers guidance and Inspiration in School March 2017.

Organisation of PSHE

The PSHE Co-ordinator is responsible for designing and planning the programme for PSHE. She also teaches Years 3-6. Reception, Year One and Year Three teachers teach their own classes, following the Co-ordinator's planning. (The PSHE Co-ordinator is, herself, the Year Two class teacher).

In the Early Years Foundation Stage (EYFS) PSHE forms part of Personal, Social and Emotional Development (PSED). PSED is one of the Prime Areas of Learning within the EYFS. In addition to specialist PSHE lessons, children in the Early Years are constantly observed by staff, who plan PSED activities based on observation of individual and group needs. See linked EYFS policies and procedures: "Promoting positive behaviour in the early years".

Approach to Teaching and Learning

To facilitate pupils' learning in PSHE:

- Appropriate learning experiences are planned to meet the needs of all pupils.
- The purpose of each lesson is made clear.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes, knowledge and understanding.
- Time is given for pupils to reflect, consolidate and apply their learning
- Attention is given to developing a safe and a secure classroom climate.

Assessing PSHE

In PSHE there are two broad areas for assessment:

- A pupil's knowledge and understanding.

- How well a pupil can use their knowledge and understanding in developing skills and attitudes.

Our assessment:

- Is planned as an integral part of teaching and learning.
- Is observation-based.
- Includes the marking of written work with constructive feedback provided to pupils.
- Includes pupils in self-assessment and peer assessment.
- Includes celebrations of achievement through house points and Head's Commendations.
- Is recorded as a statement on pupils' reports, as well as half-termly effort and achievement grades.
- Is given as feedback to parents at parent consultations.

Links with other Subject Areas

All other subject areas have the opportunity to link with PSHE through their programmes of study as well as through developing the children's social and emotional skills within lessons.

Particularly strong links exist between the following subjects and the content of PSHE:

- Learning for Life develops practical life skills to enhance the children's personal, social and health education as well as their citizenship skills. It also specifically teaches the children about mental health issues.
- Science includes aspects of health, exercise, nutrition and sex education.
- PE develops an understanding of health, exercise and keeping safe.
- Drama and English cover social and moral issues related to relationships.
- Mathematics covers areas of economic wellbeing and financial capability.
- Geography covers aspects of environmental and sustainability issues such as recycling and cultural diversity; as well as promoting an awareness of difference.
- History covers various social and moral issues throughout its programme.

Visitors and visiting opportunities

We are keen to involve individuals and organisations to support our school in the delivery of the PSHE programme. Visiting speakers in recent years have included professionals in the fields of health, organisations, the emergency services, business and the world of work. All visitors are expected to work within the terms and spirit of our PSHE policy.

In addition the school organises a wide range of community events such as visits such as visits to the Redcott Care Home.

Links with other Policies

In developing the PSHE policy we have also taken account of our existing policies on:

- RE.
- Relationship and Sex Education (RSE).
- Anti-Bullying.
- Behaviour and Discipline.
- Child Protection/Safeguarding Children.
- Equal Opportunities.
- SEN policy.

It is important to us that our whole community recognise the purpose and intent of these policies so that they can be effective in school. In this regard all staff and pupils are expected to:

- Adhere to and promote the aims and objectives of our policies.
- Report all incidents using the existing procedures.
- Act in a respectful and supportive manner to each other.
- Refrain at all times from any behaviour that would undermine these policies.

National Healthy Schools Standard

St Ives is currently in the process of self-validation for Healthy Schools' status. The standards required in Healthy Schools' validation have a very close link with the work undertaken in PSRE both in the curriculum and the wider aspects of school life. PSHE, Emotional Wellbeing, Physical Activity and Healthy Eating are the four areas of Healthy Schools and so PSHE clearly links to this.

Monitoring and Re-evaluating PSHE

Our School Improvement Plan includes PSHE related targets. Key areas for improvement are identified with groups of pupils and acted upon where appropriate. **Comments from Inspection reports are reviewed and noted for action where applicable.**

Equal Opportunities

All teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in school.

St Ives is committed to a policy of equal opportunities where people in our community are not discriminated against on grounds of gender, disability, race, faith, ethnicity, age or special educational needs.