



PHSE Policy
Personal, Health, Social and Economic Education

Last reviewed and approved: Summer 2023

Next review date: Summer 2027

Appendices:

None

Amendments:

Updated resources used

Added linked policy

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified, as part of its National Curriculum guidance, that 'All schools should make provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Personal, Social, Health and Economic Education is cross-curricular and permeates every aspect of school life. The aim of all the staff at Bedgrove Infant School is to provide an ethos in which PSHE can be sensitively and effectively implemented.

At Bedgrove Infant School we are conscious of the elements which successfully promote PSHE:

1. To provide the children with a holistic education which offers them the opportunity to achieve their physical, psychological, emotional and social potential.
2. To raise and maintain the self-esteem of children and to promote a positive self-image in a safe environment, where they feel happy, secure, respected and loved.
3. To provide an atmosphere of trust and security with effective channels of communication so that learning can take place.
4. To foster a pastoral care system which can support personal and emotional development.
5. To treat children equally, irrespective of gender, race or religion and to promote a positive attitude towards equal opportunities and life in a multi-cultural society.
6. To encourage children to take responsibility for their own behaviour and to respect the rights of all individuals within the school community and beyond.
7. To encourage and foster the ideas and principles which promote good citizenship, as children grow and mature into adulthood.
8. To demonstrate to all pupils that staff share a mutual respect for each other and that high standards are expected from everyone associated with the school, as per the School Values, Virtue, Aspiration,

Loyalty, Unity, Empathy and Self-Respect.

Key Aspects:

Teaching Approaches

Jigsaw PHSE resources are used to plan and deliver age appropriate sessions to children across the school. These are supplemented with activities based on Philosophy for Children, SEAL activities (Social and Emotional Aspects of Learning), Circle Time, SMSC sessions (Spiritual, Moral, Social and Cultural), British Values concepts and RE (Religious Education). All of these offer cross curricular opportunities for teachers to address aspects related to PHSE whilst learning in other areas.

Ambassadors

Representatives from Year 1 and Year 2 meet regularly to discuss particular issues that arise within the school environment. They have an important role in gathering feedback and ideas from their classmates and using this information to inform planning of events, requesting resources and helping to implement initiatives.

Becoming Responsible Citizens

Throughout each Year Group, children are encouraged to view themselves as valued members of the community. Visitors from a variety of organisations within the wider community are welcomed into our school to lead assemblies, inform and raise money for charities, and contribute to children's learning in many ways.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Training and Support for Staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support will be provided.

Safeguarding/Confidentiality

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately.

Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the School's Child Protection Policy is followed.

Links to other policies

