



## PSHE Policy

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## Introduction

At The Rowan School we regard PSHE as an important component of the curriculum. We believe that the promotion of health and wellbeing is central to the life of the school and its relationships with the surrounding community. At The Rowan School we take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social, and physical development of learners at the school and is at the core of everything we do.
- Prepares learners for the opportunities, responsibilities and experiences of adult life and living in the wider world.
- Acknowledges and informs learners about their rights as children and their responsibility for the rights of others under the United National Convention on the Rights of the Child.

All children are entitled to receive sound information about keeping healthy and safe, emotionally, and physically, both in their lives now and in the future.

## Definition

PSHE is concerned with the total wellbeing of the individual. This includes:

- Developing the qualities and attributes learners need to thrive as individuals, family members and members of society.
- The responsibility of the individual towards others and the environment.
- The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural, and social influences that shape the community and the interactions of individuals within it.
- A holistic model of personal and social development that encourages the making of health choices.

Within PSHE we recognise:

**Health Education**, which involves engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air, and exploration both in and out of school.

**Citizenship**, which involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society. Being part of the Eco Schools Programme and school council supports this learning.

**Drugs Education**, which involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco, and recreational drugs.

**Sex and Relationship Education**, which is taught at some level to all year groups usually focusing on the relationship aspect. Year 5 and 6 have lessons with the classroom teacher and our local school nurse at a separate time during the year. Parents will be notified when these sessions will take place.

**Emotional Literacy** involves equipping children with the environment and language to help them express their feelings as they interact with others and the world around them. (Please see Appendix 1.)

This policy is linked with the following:

- Equality Policy
- Behaviour Policy
- Curriculum Policy
- Anti-Bullying Policy
- Curriculum Policy
- PSHE Policy

### **Aims**

In our school we will aim through implicit and explicit learning experiences to:

- Develop an awareness of social, economic, political, and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem amongst all members of the community.
- Give opportunities for children to experience awe and wonder.
- Prepare learners for the opportunities, responsibilities, and experiences of adult life.

Within the taught and hidden curriculum, the whole school environment, learners should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, along-side school links, are essential dimensions of health education. The framework we have developed is related to the real world and children's experiences.

### **Management**

PSHE is incorporated into the long-term plans to ensure coverage of topics. Through teaching and learning meetings staff are informed of any new initiatives. The school is a member of the PSHE Association. Appropriate training takes place for staff who are not confident with delivery. Through teaching and learning meetings discussions take place where advice is given to colleagues on resources to aid planning and to use in the classrooms (including visits and visitors).

The principal and senior leadership team monitor PSHE through work scrutiny and observation of lessons. The school keeps up to date up to date with local and national initiatives, through PSHE association.

### **Teaching and Learning**

The school will adapt the 3D PSHE Primary Programme as appropriate. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion.
- Imaginative writing.
- Reflection, sharing, and showing.

- Role play and drama.
- The use of ICT.
- Visits and visitors, where appropriate.
- Class lesson time.
- Peer education.
- Structured group work.
- Play and games.

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome.
- The same theme but different levels of input.
- Allowing for a different pace of working.
- Different groupings of children.
- Developing different modules of work at different times of the year for different abilities.

### **The Stages**

PSHE and Citizenship is divided into different programmes and delivered Key Stage 1 and 2. Successful personal, social, and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. There are three areas covered: self-confidence and awareness, managing feelings and behaviour and making relationships. It is also about developing respect for others, social competence, and a positive disposition to learn.

At The Rowan School, much of children's personal, social, and emotional development is done continuously through talking and interacting with children, they are discreet lessons which take place and structured lessons. Themes from the PSHE subject can be covered incidental as moments arise for discussions.

### **Assessment**

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects. We therefore aim to recognise progress and attainment in the skills and attributes PSHE aims to develop. In addition, the assessment of PSHE will take place in all curriculum areas, usually across the curriculum.

### **Resources**

Resources include 3D dimensions scheme of works.

### **School council**

School council is supported by the dedicated teacher or a member of the senior leadership team. Classroom teachers also run these programmes which impact on whole school projects where some of the work is completed in the context of PSHE lessons. As part of the school council specific topic of Eco-Schools is discussed, which raises further the profile of children taking responsible actions for themselves and the community and world around them.