St. Helen's College

PSHE Policy
(Personal, Social & Citizenship Education)

This is a whole-school policy which includes the Early Years Foundation Stage

1 Introduction

1.1 PSHE - Personal, Social and Health Education - is an important facet of the children's education at St. Helen's College, providing a framework through which personal development can be guided and nurtured.

1.2 It is taught partly as a timetabled subject for one period a week and partly through many other aspects of the pupils' experiences at St. Helen's College. PSHE Objectives, circle time and P4C (Philosophy for Children) are taught throughout the school. We also teach the Zones of Regulation in Year 2, Life Skills in Year 4, Positive Psychology to Year 5 and Growth Mindset throughout the school. Year 1, 3 and 6 are each taught the Mindfulness in Schools Project programme.

2 Aims and objectives

2.1 Personal, Social and Health Education (PSHE) enables pupils to become healthy, emotionally resilient, independent and responsible members, playing a positive role in contributing to the school community and the wider society. In doing so we help develop their confidence and sense of self worth. Pupils learn to appreciate what it means to be a positive member of a diverse multicultural society. Teachers are required to teach the PSHE curriculum and to demonstrate and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010, which came into effect in January 2015.

The protected characteristics are as follows: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Teaching should allow pupils to become confident individuals, growing and flourishing, appreciate their own worth and that of others; should ensure there is range and quality of opportunities provided to enable young people to develop their self-knowledge,

self-esteem and self-confidence and should enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

2.2 The aims of PSHE also enable the children to:

- learn about and appreciate the importance of moral, cultural, social and spiritual values;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues including online safety;
- understand what makes for good relationships with others and
- have respect for others.

3 Planning

3.1 PSHE is not taught only as a separate subject. It is cross-curricular and spreads throughout all areas of the school. As such, it is taught in a variety of ways. Some of this teaching is formal, but of equal importance is the wide range of informal, 'latent' teaching and learning.

3.2 Every class has a regular PSHE lesson, whether through teaching PSHE Objectives, Circle Time, P4C, Positive Psychology, or Mindfulness where a variety of topics are explored and discussed. The teacher has the flexibility to allow the children's needs and interests to guide, at least in part, the themes and the programme of activities.

3.3 We teach PSHE in the EYFS classes as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the prime area of learning and development - personal, social, health and emotional development. We also support citizenship education through the topic - Knowledge of the World.

3.4 The values are taught mostly through the medium of P4C and assemblies.

3.5 The Year 6 Citizenship topic covers areas such as

- democracy, Parliament and Government;
- the main functions of government and parliament;
- how general elections work;
- the roles of the people in Parliament and
- fairness and the struggle of votes for women.

4 Cross-curricular Links

4.1 There is a large overlap between the programme of study for religious education and the aims of PSHE and we teach a considerable amount of PSHE through our religious education lessons, e.g. religious and moral beliefs and values and practices that underpin and influence personal and social issues and relationships.

4.2 Assemblies address a wide range of moral, spiritual, religious and citizenship issues and the stimuli for Philosophy or P4C are linked to assemblies from which the children create their own philosophical questions and then discuss. We choose a value on a half

term basis and this is then on display in the hall and in classes and the children are encouraged to show this value.

4.3 The school adopts the saying 'Ready, Respectful, Safe' and this is used across the school by all pupils and staff to create a safe and nurturing environment for all. The pupils in Year 2 and any new pupils joining the school in Upper School are also presented with a small laminated card with the aims of the school on it. This card was created by the pupils.

4.4 The school ethos, and in particular the strong child/child, child/adult and adult/adult relationships within the school, provide a good formative basis for PSHE. Children learn much from the personal example of members of staff at all levels: courtesy and respect; patience and fairness; listening skills; handling of disputes; hygiene, dress, demeanour and speech; social, moral and religious values.
Children also learn from the example of older children, such as prefects: helpfulness, maturity and responsibility; self-confidence; reliability.

4.6 We also develop PSHE through activities and whole-school events, e.g. charity fundraising, selfless service, choir visits for care home residents, collection and distribution of food at Harvest Festivals. Children take part in residential visits in Years 3-6. Here there is a particular focus on developing pupils' self esteem, self-reliance, environmental awareness and social skills and giving them opportunities to plan and work together, and to develop and maintain relationships under different circumstances. Pupils discover new qualities and characteristics through volunteering, participating and reflecting on new experiences.

4.7 The School Council provides an opportunity for all children from Nursery to Year 6 to contribute to the development of their school community. Children elect representatives and identify and discuss ideas and issues with their classes. Members of the School Council debate the matters which are raised and feed back to their classes following School Council meetings.

4.8 There is an Eco Team throughout the school which deals with issues of sustainability.

4.9 There is a Charity Team throughout the school which helps to organise charity events.

4.9 Value Spotter boxes are used in assembly throughout the school, where staff and children are encouraged to acknowledge kind deeds/upholding the school values on little yellow notelets at Lower and Middle School and green notelets for Upper School. These are then posted and read out in assembly where the child who has done the good deed receives recognition and the note is displayed on the 'Value Spotter' board.

4.10 There are Playground Pals throughout the school and a Friendship Bench in both Lower and Upper School, where children wait if they are lonely, to be assisted by a Playground Pal or a friendly child.

5 Teaching

5.1 We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

5.2 We encourage the children to take part in a range of practical activities that promote active citizenship. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

5.3 In Circle Time we allow exploration and discussion of ideas, sometimes sensitive, sometimes identified by the children, which are of particular importance or significance to the children, their feelings and their relationships.

5.4 We teach PSHE to all children, regardless of their ability.

6 Assessment & Monitoring (including summative & formative assessments)

6.1 In PSHE, there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health & safety procedures, and the meaning of ideas such as democracy;
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

6.2 Teachers assess both areas by making informal judgments as they observe pupils during lessons and assemblies, in the playground and in extra-curricular activities.

6.3 The form teachers throughout the school have a private appointment (tutorial) with two children each week during assembly time when they can discuss any issues that may be bothering the child or just as a chance to talk on a regular basis, to monitor the emotional welfare of the child. There is also a 'Time for Talk Box' in Upper School that children can post letters into, which will be read by a particular member of staff who is trained in counselling, who will then discreetly take the child for a talk or carry out some activities on whatever is bothering them.

6.4 The PSHE subject leader is responsible for monitoring the standards of children's work and quality of teaching throughout the PSHE curriculum. 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. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The Deputy Head and Head of Lower School oversee the pastoral wellbeing of all pupils.

7 British Values and Democracy

7.1 We uphold and teach the children about the British Values which are defined as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

7.2 At St. Helen's College, these values are promoted and reinforced regularly and in the following ways.

- Democracy. Democracy is an important value at our school. Children will have the opportunity to have their voices heard through our School Council, School Charity Council and the Eco Team. The children have worked together and have agreed a school motto that we actively work and live by. The Motto can be seen in the children's homework diaries and on the 'Motto cards' that each child is given. In addition some assemblies follow a current affairs programme or look at the history of democracy (e.g. Guy Fawkes for Bonfire Night) in an age-appropriate way. Children vote for topics to be discussed in P4C lessons and projects to be pursued in the School Council and elect monitors, School Councillors and House and Sports Captains. Educational visits are also arranged whereby children can take part in democracy workshops. An example of this is the Year 6 visit to the Houses of Parliament.
- The Rule of Law. The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our behaviour policy is clear and children are given rewards and sanctions appropriately. Children are asked to identify which aspect of the rules they have broken to ensure that this connection is made and understood. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken.
- Individual Liberty. Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and P4C lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs and choosing the level of challenge in some lessons and are becoming increasingly involved in child–led learning, e.g. planning and delivering child-led assemblies.
- Mutual Respect and Tolerance of Those of Different Faiths and Beliefs. Our school ethos and behaviour policy are based around core Christian values such as respect and kindness and these values determine how we live as a community at St. Helen's College. Assemblies are based on our school values and the particular demonstration of each value is praised by the teachers and awarded in our commendation assemblies. The calendar for the year incorporates the major Christian festivals as well as the festivals of other main world religions. Anti-bullying assemblies and programmes on human rights teaching all reflect our

commitment to mutual respect. Equally, our charity work calendar for the year includes a diverse range of local and national charities and we teach the children why they are fundraising and the importance of helping those less fortunate than themselves. Our children also aim to make contributions and to 'give back' to the wider community. We have created a link with a local care home and a group of children regularly visit to sing songs to them. Values are highly visible around the school and can be seen in the displays. We teach children about the similarities as well as differences between religions and ensure children respect and celebrate diversity and differences. The Equality, Diversity and Inclusion policy has more details of this.

8 Enrichment

8.1 We offer children the opportunity to hear visiting speakers such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community, and about the ways in which children can contribute through safe, responsible, moral behaviour.

8.2 The aspect of Citizenship is enriched through Current Affairs in assembly to the Upper School and is taught through PSHE lessons in Year 6.

9 Life Skills

9.1 Each year group is given a set of age appropriate life skills to complete throughout the academic year. These life skills are recorded in the children's diaries and with parental support are to be completed throughout the academic year. Staff support the children with life skills through the curriculum where this is possible, during our annual Life Skills Day and at other times during the school day such as cutlery skills at lunch time.

Person Responsible	PKM
Date	April 2025
Review Frequency	2 years
Next review	April 2027