Chesham Bois CE School PSHE Policy

Our Core Christian Values

We place the child at the centre of all we do. We welcome all children and families. Our work is driven and inspired by our Christian Values which are lived out on a daily basis by children and adults. Our caring, nurturing learning environment enables all children to achieve together.

Matthew 19.14

“Let the little children come to me. Don’t stop them, because this kingdom of heaven belongs to children like these.”

Together we believe, achieve and care.

PSHE Policy

Policy Level:	4 **ODBST Policy Guidance** (Schools may use this to inform the drafting of their non-statutory policy)
Other related ODBST policies and procedures:	ODBST CBS Child Protection and Safeguarding Policy ODBST CBS Sex and Relationship Policy ODBST CBS Anti-bullying Policy ODBST CBS Behaviour Policy ODBST Mental Health and Well Being Policy ODBST CBS eSafety Policy
Members of staff responsible:	Headteacher PHSE Lead
Date Approved:	Autumn 2024
Date for Next Review:	Autumn 2026

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SMT
- Teaching Staff
- Governors

Aims and Objectives

Fundamental to our PSHE curriculum and delivery is recognising the key role it plays in safeguarding children's physical, mental and online health. PSHE will teach the children to safeguard themselves through preventative education by giving them the knowledge, language and confidence to speak out. PSHE lessons will enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community, underlined by the strength of our core Christian values. In doing so, we help develop their self-worth. We teach them how society is organised and governed. We ensure that children experience the process of democracy through our School Council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE helps us deliver the National Curriculum aims; "every state funded school must offer a curriculum which; promotes SMSC, mental and physical development of children and prepares children for opportunities, responsibilities and experiences of later life." We strive to develop the children's spiritual, moral, social and cultural development through CARE (Choices, Appreciation, Reflection and Engagement) in our school.

Our objectives are to teach the children to making good choices, appreciate others and their world, reflect on their own actions and those of others, engage in their learning and within school and beyond school. Our PSHE curriculum will support them to;

- develop positive and healthy relationships with their peers both now and in the future.
- be reflective, resilient and independent learners, ready for life beyond primary school.
- understand what is meant by a healthy lifestyle.
- become thoughtful and respectful members of their community and hence active members of a democratic society, able to make informed choices regarding personal and social issues.
- understand the physical aspects involved in RSE at an age-appropriate level.
- have respect for themselves and others.
- have positive body images.
- know how to and have the vocabulary to keep themselves safe physically, mentally and technologically.
- understand how and when to seek help, as well as how to start challenging conversations with trusted adults

Teaching and Learning

We use a range of teaching and learning styles to meet our PSHE Curriculum. We emphasize active and creative learning by including the children in discussion, debate, investigations, through ICT and problem-solving activities. We encourage children to take part in a range of tasks that promote

citizenship e.g. charity fundraising, planning and contributions to school events (such as assemblies and performances), our "leaders across the school" activities, or class community projects. We organise classes so children are actively involved in agreeing classroom rules and conflict resolution. We also offer children opportunities to hear visiting speakers such as; Police, school nurses, health care workers, Fire people, local clergy to talk about and share their role in creating a positive, safe and supportive local community.

PSHE Curriculum Planning

We teach PSHE in a variety of ways. It is taught as an allocated weekly lesson as a discrete subject. PSHE topics will also be introduced through other subjects i.e. British values through History, or local environmental issues through Geography, e-Safety is a central pillar of the ICT curriculum.

We are committed to providing a setting where the responsible choice becomes the easy choice, and that the personal and social development of young people is the responsibility of everyone. The school provides a positive and inclusive culture as well as a strong pastoral support team who can offer additional support to any child or children that need it.

We follow the PSHE Association programme of study covering three main themes within each year group;

- Health and well being
- Relationships
- Living in the Wider World

The programme of study is adapted to meet the needs of the children at CBS and is appropriately differentiated. We teach PSHE in Reception through the EYFS Framework and their engagement in whole school activities across the year.

PSHE themes and teaching are embedded and evident in daily whole school assemblies, in the playground, in our teaching, daily class reflections and day to day interactions across the school.

PSHE and Equality

We ensure access to PSHE curriculum for all our children and teachers provide opportunities and appropriate support for the individual needs of children. Teachers are encouraged to confront the prescient issues within a class through PSHE (e.g. behaviour management, bereavement, race/gender discrimination) and they do so sensitively and thoroughly. Child led activities or initiatives around PSHE are actively encouraged.

"Leaders through the school groups" are chosen democratically, but also by staff to ensure equality of opportunity and appropriate challenge. Nurture groups or pastoral interventions will also support those **children who need additional support.** Provision maps, as well as current family circumstances across the cohort will inform teacher's preparation and planning of PSHE lesson delivery.

More able pupils will be provided will additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents to make a contribution to the wider community.

Assessment

Teachers will assess children's work both by making informal judgements through teaching and through formal assessments of completed work; gauging progress against specific learning objectives for example through learning walls, mind maps and children's work. Children's work is kept in specific PSHE class folders, used for display and recorded in our Big Books of Thought in each class. We do not set formal tests or examinations in PSHE. The assessment we make are positive and we report on these to parents in school reports and at Parent's Evenings.

Monitoring and Review

The planning and co-ordination of the teaching is the responsibility of the subject leader, who also;

- Support colleagues in their teaching, by keeping informed about current developments in the subject, and providing a strategic lead and direction for PSHE.
- Evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
- Uses specially allocated regular management time to review evidence of the children's work and to observe PSHE lessons across the school (often in collaboration with PSHE governor)

The quality of teaching and learning is PSHE is monitored and evaluated by the subject leader as part of the school's agreed cycle of lesson observations.