



**PERSONAL, SOCIAL, HEALTH AND
ECONOMIC EDUCATION POLICY
(PSHE)**

Reviewed and revised: March 2025

Signed:Chair of Governors

.....Headteacher

Next review: March 2029



Personal, Social, Health and Economic Education Policy

Introduction

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We actively promote the spiritual, moral, social and cultural development of all pupils throughout the curriculum and within our ethos as a Church School (Appendix 1 – SMSC document). Through our vision, 'Building Firm Foundations for Life', and our values of Respect, Compassion, Resilience, Hope, Integrity and Humility, pupils are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth, teach them how society is organised and governed and ensure that they experience the process of democracy in school through our School Council, Eco Council and Collective Worship Council. Pupils are taught about British Values, rights and responsibilities and what it means to be a positive member of a diverse multicultural society.

Aims

The aims of personal, social, health and economic education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for positive relationships;
- have respect for others;
- be independent and responsible members of the school community;
- be active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; and understand the impact of poor choices.
- develop good relationships with other members of the school and the wider community.

P.S.H.E. incorporates...

- **Health Education** - 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** - 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.
- **Drug Education** - 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** - is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction.

- **Safeguarding** – ensuring that children have the information to protect themselves and have ‘signposts’ to help and support.

Specific guidance on the above areas can be found in the following policies:
Behaviour Policy; Equalities Policy; Sex and Relationships Education Policy; Religious Education Policy and Teaching and Learning Policy

Current Practice

At Chesterton CE Primary School, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

All pupils receive discreet teaching and learning of PSHE, which is planned into our curriculum throughout the year.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

SCARF lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

It should be noted that whilst PSHE education remains a non-statutory subject, DfE Guidance states that:

‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.’

- Teachers use a variety of methods to teach PSHE skills including small group and whole group discussions, circle times, role play, multi-media presentations, team building activities, visiting speakers (e.g. health workers and emergency service workers) and visits to educate children in specific skills (e.g. the Junior Citizen and I.M.P.S programmes).
- PSHE is also taught through other subjects, (e.g. local and global environmental issues in Geography; moral issues through discussion of historical events; risk taking and team building through Outdoor Learning; physical health through P.E.). Through the teaching of Religious Education and participation in Collective Worship, pupils also have opportunities to develop their moral and social understanding of themselves and those around them and their role in society.
- Children are encouraged to take part in a range of practical activities that promote active citizenship. For example, charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves.
- As a Church school, we welcome members of faith and non-faith communities into school to develop an understanding of the needs of communities and groups both in the local area, nationally and internationally.

PSHE for Children with Special Educational Needs

PSHE is taught to all children, whatever their ability and forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

Monitoring and Assessment

Teachers assess the children’s work in PSHE by making judgements as they observe them during lessons and in extra-curricular activities, such as organising fund raising activities and through their work in PSHE sessions. Teachers include assessments against nationally expected outcomes in their class portfolios twice yearly, along with statutory foundation subjects. Monitoring of these assessments ensures that PSHE is taught progressively throughout school, that teachers are delivering quality, appropriate PSHE provision and that children are attaining at expected levels. These judgements also help teachers to plan for future work and to provide a written report to parents at the end of the year.

Subject Lead

Our PSHE subject lead, Mrs H Evans, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead.

Support is provided to children experiencing difficulties with SEMH on a one-to-one basis, via our ELSA lead and HSLW, Miss D Norman.



APPENDIX ONE:

Chesterton CE Primary School: Spiritual, Moral, Social and Cultural (SMSC) Learning and Opportunities

Chesterton CE Primary School promote pupils' spiritual, moral, social and cultural development through our School Values, our school ethos and by providing relevant learning opportunities within and beyond the classroom.

This plan is under constant review so that we can take into account our rapidly changing world and learning opportunities which may arise under the heading of SMSC.

What is SMSC and what does it mean?			
SPIRITUAL	MORAL	SOCIAL	CULTURAL
<p>Spiritual Development involves exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflecting.</p> <p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and 	<p>Moral Development involves recognising right and wrong; respect for the law; understanding consequences; investigating moral and ethical issues; offering reasoned views.</p> <p>Pupils' moral development is shown by their:</p> <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. understanding of the consequences of their behaviour and actions. 	<p>Social Development involves using a range of social skills; participating in the local community; appreciating diverse viewpoints; participating, volunteering and cooperating; resolving conflict; engaging with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic 	<p>Cultural Development involves appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understanding, accepting, respecting and celebrating diversity.</p> <p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. understanding and appreciation of the range of different cultures within school and further afield as an essential element

<p>fascination in learning about themselves, others and the world around them.</p> <ul style="list-style-type: none"> • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<ul style="list-style-type: none"> • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<p>backgrounds</p> <ul style="list-style-type: none"> • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>of their preparation for life in modern Britain.</p> <ul style="list-style-type: none"> • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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How do we develop SMSC at Chesterton CE Primary School?

SPIRITUAL	MORAL	SOCIAL	CULTURAL
<p>Daily Collective worship led by member of staff or Church representatives</p> <p>Recognition of different religious festivals through worship programme</p> <p>Class Sharing worships</p> <p>RE curriculum planning</p> <p>Christian School Values</p> <p>PSHCE curriculum</p> <p>Class Circle time</p> <p>Curriculum links and projects</p> <p>Playtime equipment and mixed age ball games</p> <p>Collections at Harvest</p> <p>Whole school Christmas and Easter services held at local Church.</p> <p>Red Nose day and Children in Need collections</p> <p>Visits from religious leaders</p> <p>Visits to places of worship</p> <p>Prayer Space and Spiritual Development days</p> <p>School Prayer displayed and regularly used in classes</p> <p>Good SIAMS grading</p>	<p>Daily Collective worship led by member of staff or Church representatives.</p> <p>Class Sharing Worships</p> <p>RE curriculum planning</p> <p>Curriculum links and projects</p> <p>School Values</p> <p>PSHCE curriculum</p> <p>Class Circle time</p> <p>Rocking Rules agreed, displayed and referred to in every classroom.</p> <p>Charity links and fundraising.</p> <p>Local Food bank collection at Harvest.</p> <p>Red Nose day and Children in Need collections.</p> <p>Behaviour Policy – Traffic Lights and Going for Gold</p> <p>Work of the School Council</p> <p>Pupil surveys</p> <p>Quality of adult-child and child-child interaction involving moral issues</p>	<p>Daily Collective worship led by member of staff or Church representatives.</p> <p>Recognition of different religious festivals through worship programme.</p> <p>Class Sharing Worship</p> <p>House Points</p> <p>Playtimes – team and group games</p> <p>PSHCE curriculum</p> <p>Class Circle time</p> <p>School Values</p> <p>Behaviour Policy</p> <p>Work of the School Council</p> <p>Pupil survey</p> <p>Year 6 responsibilities in school.</p> <p>Residential visits in Y3-6.</p> <p>Whole school Christmas and Easter services held at local Church</p> <p>Charity links and fundraising</p> <p>Collection at Harvest.</p> <p>Red Nose day and Children in Need collections</p> <p>MacMillan Coffee Morning</p> <p>Families invited into</p>	<p>Daily Collective worship led by member of staff or Church representatives.</p> <p>Recognition of different religious festivals through worship programme.</p> <p>Class Sharing worship and music worships</p> <p>RE curriculum planning</p> <p>Recognition of different religious festivals through worship programme.</p> <p>Class visits to places of worship</p> <p>PSHCE curriculum</p> <p>Class Circle time</p> <p>MFL curriculum</p> <p>Variety of after school clubs</p> <p>Visitors from different faiths and backgrounds</p> <p>Visits from religious leaders</p> <p>Curriculum links and projects</p> <p>Range of multi-cultural books and resources in school and within school library</p> <p>Sporting events</p> <p>Music events</p>

		<p>school for events, eg. Harvest lunch, Christmas carols, open afternoons</p> <p>Classes vote for School Council members and Eco Council members.</p> <p>Working together across school e.g. House events (e.g. Sports Day, House Collective Worship), Swap over days (e.g. Reading books with alternative year groups for World Book Day)</p> <p>Sports events</p> <p>Transition work – Y6 – Y7 transition days, Whole school transition day.</p> <p>Variety of after school clubs.</p>	
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APPENDIX TWO:



Promoting British Values at Chesterton CE Primary School

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated by the Prime Minister. At Chesterton Primary School, these values are reinforced regularly and in the following ways:

Democracy:

- Collective Worship Themes have links with Democracy (e.g. Respect, making choices)
- School Council
- Class Elections (School Councillors, Eco Council, etc.)
- FGB (Parents and Staff elected)
- Class debates/elections
- Staff meetings (all staff have equal rights)
- Open door policy (parents/carers)
- Opportunities to formulate class working ethos (alongside Rocking Rules)
- Policies – Inclusion, Access, Equality to all
- Sport (mixed teams)

The Rule of Law:

- Collective Worship Themes have links with The Rule of Law (e.g. Responsibility, Integrity)
- Class charter (positive)
- Policies (Behaviour, Anti-Bullying)
- Reward systems
- Modelling of good behaviour
- Involvement with community support officer
- Rocking Rules
- Visits to Junior Citizen
- Safety Week
- Staff Contracts
- Debates
- Policies
- PHSCE Lessons

Individual Liberty:

- Collective Worship Themes have links with Individual Liberty (e.g. Respect, self-awareness, self-confidence, feelings and responsibilities)
- Independent Learning Powers
- Creative Learning Journey
- Pupil Voice (children encouraged to have and express own opinions)
- Encouraging pupils' individual strengths
- Community links
- Class jobs/monitors, hall monitors – all cared for environment/resources and happiness of other children
- School Council (liberty) Freedom to Speak
- PHSCE Lessons
- Non-school Uniform Days
- Charity work
- Maple Class – Free flow activities
- Encouraging independence (visits/trips, residential)
- Self-selecting homework
- School Lunch Company menu choices
- Choose friendships
- Staff take priority leads on SDP – report to FGB
- Subject Leaders
- Choice to enter competitions, join clubs etc.

Mutual Respect:

- Collective Worship Themes have links with Mutual Respect (e.g. Respect, Compassion, Anti-bullying week)
- PSHCE Lessons
- Rocking Rules
- Staff speak to children respectfully
- Adult/child interaction
- House system, Learning merits, Well Done Certificates – recognition of achievement
- Respecting/celebrating ALL achievements in and out of school – competitions
- School Performances
- AFL (Peer Feedback)
- Paired Reading
- Show and Tell/Sharing
- Visits from Bardwell School
- Awareness of activities around the school
- After-school clubs run by staff
- Respect to visitors
- Connecting Classrooms project
- Sportsmanship

Tolerance (*of those with different faiths and beliefs*):

- Collective Worship Themes have links with Tolerance (e.g. Diwali, Compassion, Integrity, Respect)
- PSHCE Lessons
- RE Lessons- other World Faiths/Big Questions
- Celebration/ World Festivals
- House System – mixed ability/age groupings
- Visits to places of worship
- Prayer Space week – linked to Whole School Values
- Circle time
- Visitors to school
- Experiencing different members of the community
- Tolerance of difference (behaviour/ability) modelling by staff
- Connecting Classrooms project

Following a competition at the end of the last academic year, we have reviewed our whole school values, with the aim of having six Christian values that reflect our ethos at Chesterton. As Christian values play a fundamentally important role in the life of a Church Of England school, we have been keen for our Values to be intrinsic to the life of Chesterton School, reflect the community that we serve and the character of the pupils in our care. We also wanted the 'British Values' of Democracy, Rule Of Law, Tolerance, Individual Liberty and Mutual Respect to be represented in our school values. We involved advisers from the Diocese, governors, staff and our Collective Worship Pupil Council to decide the best way forward.

