



Handforth Grange Primary School

Personal, Social, Health and Economic Education Policy

Policy Area	PHSE
Policy Title	Personal, Social, Health and Economic Policy
Policy Leader	Leadership Team
Policy Date	September Sept 2023
Policy Review	September 2024



Frank Field
Education Trust

Promoting Social Justice through Excellence in Education

At Handforth Grange Primary School the named personnel with designated responsibility for Personal, Social, Health and Economic Education are:

Senior Leader	Subject Leader	PHSE Governor
Miss Fran Saven Phase Leader	<i>Fran Saven</i>	Sarah Millward

[Rights Respecting Schools](#)

Article 29

Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 34

Governments must protect children from all forms of sexual abuse and exploitation

[Intent](#)

We believe passionately that our innovative Personal, Social, Health and Economic (PSHE) Education curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. PSHE lies at the cornerstone of the trust ethos. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident and assured of their place in this diverse and changing world.

[Definition](#)

Each child at Handforth Grange is unique and individual, yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self. PSHE Education is an umbrella term for the way in which we teach children be proud of who they are and know how they fit in the world in which they live.

[Aims](#)

Each child at Handforth Grange is unique and individual, yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self. PSHE Education is an umbrella term for the way in which we teach children be proud of who they are and know how they fit in the world in which they live. PSHE Education at Handforth Grange aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society

Our aims in PSHE are to:

- Give pupils the qualities they need to flourish in our society.
- Develop pupils’ character (a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct) so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Give pupils knowledge and understanding of Relationships education (see separate Relationships Education policy), Sex and health education (See separate sex and health education policy)

- Develop the ability in our pupils to recognise the difference between right and wrong and to consider consequences of their actions. To readily apply this understanding in their own lives, to recognise legal boundaries and in doing so, respect the civil and criminal law of England.
- Provide opportunities for pupils to take part in a wide range of activities and experiences across the curriculum and contribute fully to the life of the school and community.
- Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Enable pupils to reflect on their own experiences and how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Develop the ability for our pupils to be reflective about their own beliefs (religious or otherwise) and perspective on life, developing a curiosity for, knowledge of, and respect for different people's faiths, feelings and values. Develop skills and confidence in exchanging ideas, engaging in dialogue and remaining non-judgemental.
- Enable pupils to understand and appreciate the range of different cultures in the school and further afield, recognising and valuing the things we share in common across cultural, religious, ethnic and socio-economic communities while respecting and being curious about the things that are different. Provide opportunities for pupils to meet and socialise with pupils from other areas of Birmingham who may have different faith and values.
- Provide opportunities for pupils to appreciate the wide range of cultural influences that exist and recognise those that have shaped their own heritage while exploring those that have shaped the heritage of others
- Provide opportunities for pupils to investigate and offer reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues. Enable pupils to understand there is often not a right or wrong answer to a moral issue, rather there are different opinions or beliefs.
- Teach pupils about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. Enable pupils to understand about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Enable pupils to gain an understanding of the protected characteristics in the Equality Act and understand how equality benefits everybody.
- Enable pupils to develop an understanding of global issues including sustainability and ecological awareness in order to learn about how their actions can affect the wider world.
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Enable pupils to understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure.
- Encourage children to explore and make sense of the wider world in order to feel safe and develop skills to put worries / fears into perspective.
- Teach pupils about internet safety and harms in order to enable children to access online communication safely and securely, for example, recognising the dangers of inappropriate use of mobile technology and social media

- Enable pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- Teach children concepts of basic first-aid and ensure they know how to make a call to emergency services if necessary.
- Provide clear information to parents and carers about the PSHE curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.

Planning

The PSHE curriculum is delivered by class teachers in termly blocks throughout the academic year. It is also delivered through weekly assemblies, the No Outsiders whole school ethos, and activities out of school such as after-school clubs and school trips, for example to places of worship, sports events involving children from other parts of the WEP.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for adaptation to stretch the most able learners and

give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in. There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

In addition, each half term includes a lesson focused on a No Outsiders text linked to the terms focus area. These lessons enable pupils to gain an understanding of the protected characteristics in the Equality Act and understand how equality benefits everybody. Weekly No Outsider and Picture News assemblies build on children's understanding of equality, diversity, Inclusion and ethical responsibilities within society using photographs or stories in the news. These promote discussion and enable children to formulate their own opinions on a range of themes. This is a valuable part of our inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens. The role of parents and carers is recognised, and guidance is provided to assist teachers on how to work with them and include them in their children's learning. In addition to the lessons, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body.

[Equality of Opportunity](#)

At Handforth Grange we consider that all pupils and adults should have equal access to PSHE, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

Handforth Grange School will ensure where support is needed for a pupil with additional needs to access a PSHE lesson, it is provided. For example, this may include using additional resources specifically designed for teaching children with ASC or other SpLD.

[The right to withdraw](#)

Parents / carers may not withdraw their child from PSHE except for Sex and health lessons (see separate Sex and Health Policy)

We will ask for feedback on this PSHE policy from parents and carers before it is ratified by Governors and subsequently every year before updating. We welcome constructive dialogue so that we reach a mutual understanding of the aims. We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

We will provide opportunities for parents and carers to join the school in the delivery of PSHE Education. This will be achieved through parent workshops where materials will be shared.

Assessment, record keeping and monitoring

At Handforth Grange we use PSHE books and phase books to record pupil responses to lessons. These should capture the aims of the lesson and pupils should be encouraged to demonstrate understanding through a variety of responses.

Each unit of lessons is assessed using the Kapow assessment quiz and knowledge catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning. Once taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

All pupils in the class should be able to talk about each lesson, regardless of whether their work is included. The PSHE Lead will assess progress in each phase through deep dive days including pupil voice interviews, meetings with teachers and monitoring of recording.

Resources

The PSHE lead in each school will provide lesson plans and resources using the Kapow and No Outsiders programme of study. They will support and provide additional resources for class teachers where needed. Journals from My Happy Mind are also used.

Staff training

The PSHE leader alongside the SLT will lead staff CPD each year to ensure all staff are confident in their contribution to the PSHE curriculum.

Links with other policies

This PSHE Policy should be read in conjunction with:

- The Sex and Health Education Policy
- The Relationships Education Policy

Policy approved: 28/09/2023 Review date: September 2024