



Colgate Primary School PSHE Policy 2024

OUR VISION: *Working together to be our best*

Approved by:	Colgate Full Governing Body	Date: October 2024
Last reviewed:	October 2023	
Next review due by:	October 2025	

Introduction

Colgate Primary School ensures that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education and it is paramount that we provide children with the skills and knowledge that they need throughout their time at school and throughout their lives.

The subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Aims & Objectives

The aims of this policy are to:

1. Set out the expectations of PSHE within Colgate Primary School.
2. Outline how PSHE will be delivered across the school.
3. Ensure that all members of the school community understand how we support our children in becoming valued members of society.

Personal, Social, Health and Economic Education (PSHE) and citizenship should enable children

to become healthy, independent and responsible members of society. As a school, we will use the statutory content within the National Curriculum and from other statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

The aims of PSHE and citizenship are to enable the children to:

1. Know and understand what constitutes a healthy lifestyle
2. Be aware of risks and safety issues
3. Understand what makes for good relationships with others
4. Have respect for others
5. Be independent and responsible members of the school community
6. Be positive and active members of a democratic society
7. Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
8. Develop good relationships with other members of the school and the wider community

Intent statement

PSHE and RSE lessons are those that support children to grow physically and emotionally. We want our children to understand their responsibility to keep themselves safe and to know how to do this. We want them to learn how to question their world and to make informed decisions for themselves. We want them to grow emotionally and physically in order to be ready for the next stage of their life.

PSHE and RSE lessons enable children to become respectful citizens in a diverse world. Exploring and understanding the different viewpoints and beliefs that exist around them, helps children to develop a supportive and inclusive approach to each other.

The children will develop their skills in relating to others and grow their understanding of team working. They will also develop their awareness of the part that they play in their local and global community; respecting and demonstrating how to live responsibly.

Teaching and learning

At Colgate, we use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities.

PSHE will be taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

1. There will be a regular specific curriculum session, in order to develop themes and share ideas. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through class assembly time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
2. Much of the curriculum is delivered through discussion and practical activities.
3. Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
4. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves.
5. We offer children the opportunity to hear visiting speakers, such as health workers, police and fire service whom we invite into the school to talk about their role in creating a positive and supportive community.
6. At playtimes and lunchtimes, opportunities exist for playing co-operatively using play equipment.
7. Where appropriate, pupils will record or investigate their work using a variety of means

including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This develops curiosity and helps children to be inquisitive in preparation for adult life.

8. Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.

9. Our Praise assemblies celebrate personal achievement and reward thoughtful, caring behaviour.

Early Years Foundation Stage

Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and citizenship as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the PSE area is vital for building their capacity to learn, form relationships and thrive.

The EYFS Framework states that: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It also splits the Prime Area into 3 strands:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

A child must achieve the age-related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.

Computing and Internet Safety

Our computing curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

Link with other policies

Relationship and Sex Education policy

PE policy

Science policy

Relationships for Learning policy

Equal Opportunities policy

Health and Safety Policy

Resources and planning

We use key resources from the Education4Safeguarding website and the One Decision online resource which we subscribe to annually. Teachers will also source planning links which will be relevant to current local, national or world events, current teaching themes or cohort specific needs. Teachers follow a PSHE learning grid for each year group to ensure effective coverage of

the curriculum.

We also develop PSHE and citizenship through activities and whole school events, for example Anti-Bullying Week, Enterprise Week, Sports Day etc.

Our PSHE Subject Leaders are Emma Forest and Rebecca Winn. We support colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed annually.

Responsibilities

The Governing Body of Colgate Primary School is responsible for determining the content of the policy and the Headteacher for implementation.

HEAD TEACHER: R. Winn

CHAIR OF GOVERNORS: Miss A. Calvert

DATE: October 2024

REVIEW DATE: October 2025