HOWE GREEN HOUSE
BISHOP'S STORTFORD

Personal Social Health and Economic Education (PSHE) Policy

ISI Reference	2d
Issue Number	1
This policy is endorsed by	Governing Board and the Co-Headteachers
This policy is owned by	The PSHE Co-ordinator
Review Body	Education Committee

Most Recent Revision Date	September 2025
Last Reviewed by Governors	September 2025
Period of Review	Every two years
Next Review Date	September 2027
Previous Reviews	September 2021 Summer 2019, September 2023

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

The Curriculum Policy for Personal, Social, Health and Economic Education (PSHE)

Introduction

It is a statutory requirement for primary schools to deliver Relationships Education and Health Education and the Department of Education encourages schools to deliver Sex Education that ensures that all children are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born.

At Howe Green House we acknowledge that under the Education Act 2002 /Academies Act 2010, all schools must provide a balanced and broad curriculum and we wish to have a policy that not only covers the statutory content but also covers all aspects of our Personal, Social, Health and Economic (PSHE) provision.

Statement of Intent

The governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment which promotes the intellectual, social, physical and moral development of the individual child.

Our PSHE curriculum is designed to support the school in fulfilling its aims and ethos statement and is delivered within a values-based framework. Through our curriculum, our school environment our school ethos and the strength of our relationships, we strive to promote pupil's self-esteem and emotional and physical well-being and to help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, at school at work and in the community.

Our PSHE education, including statutory Relationships and Health education and non-statutory Sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good physical and mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Aims and Outcomes

Howe Green House School's PSHE provision is integral to ensuring successful outcomes relating to the personal development of our children. It supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire schools' curriculum and culture.

Implementation

At Howe Green House school, we have developed a well thought out PSHE program that is built around a spiral curriculum of recurring themes that are designed to:

1 Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions and to be aware of and be able to respond to issues relating to personal safety including on line.

2 Encourage respect for other people, particularly those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
3 Promote fundamental British values
4 Encourage and support the development of social skills and social awareness.
5 Enable pupils to make sense of their own personal and social experiences.
6 Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
7 Enable effective interpersonal relationships and develop a caring attitude towards others.
8 Encourage a caring attitude towards and responsibility for the environment.
9 Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers.
10 Understand how society works and the laws, right and responsibilities involved.
11 Help pupils to understand the impact of economy both in respect of their own personal finances and a broader understanding of how businesses work.

We know that there is a proven link between pupil's health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE are critical to ensuring children are effective learners.

Equal Opportunities

In accordance with the school's Equal Opportunity and Inclusion Policy, all children will be given full access to the PSHE curriculum. Staff will use a variety of teaching and recording methods to endeavour to help all children to reach their potential.

At Howe Green House School, we ensure that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils, whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help to develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty that they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources the promote diversity and inclusion in Relationships Education

Curriculum delivery and Assessment.

EYFS

The focus for the Foundation Stage pupils will be centred on the Personal, Social and Emotional Development are of learning which is sub-divided into the following three areas;

- Self-Regulation

- Managing Self
- Building Relationships

However, it is woven into all aspects of the Foundation Stage Curriculum. In the EYFS PSHE education is also about making connections and is 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.

Key stage 1 and 2

The long-term plans for PSHE Education outline the topics to be delivered in each subject area and year group and these are reviewed regularly and attention is given to the needs of our children and families.

At Howe Green House School, we use the Coram Life Education recommended programme template for Key stage 1 and 2 as our scheme of work. This programme builder takes a thematic approach to Primary PSHE education covering all three core themes of the Programme of Study:

1 Me and My Relationships
2. Valuing Difference
3. Keeping Safe
4. Rights and Respect
5. Being my Best
6. Growing and Changing

This approach allows different year groups to work on similar themes at the same time, building a spiral programme which is developed year on year, whilst offering flexibility in terms of medium-term planning. Each topic area is adapted to meet the requirements of the class and the pupils' stage of development whilst also reflecting the context of the school and the local community. There is planned progression across our scheme of work so that children are increasingly and appropriately challenged as they move up through the school.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities.

To support our planning, we incorporate a range of resources and activities from organisations such as:

- Coram Life Education
- 1Decision
- Premier League Primary Stars
- Medway Public Health Directorate Primary RSE lessons
- NSPCC
- PSHE Association

PSHE lessons are taught throughout the year in a weekly timetabled lesson by the class teacher or a member of the Senior Leadership. The lessons are taught in mixed sex groupings using a range of resources and interactive teaching methods which may include Interactive whiteboard presentations, videos, online games, activity sheets, drama/role play and group and whole class discussion. Time is allocated for children to reflect upon their learning and children are encouraged to ask questions and share their ideas and opinions.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment. This may include a confidentiality statement, sharing and revisiting ground rules for the class and using an anonymous question box. Each class has access to a 'Worry monster' where children can share any questions or concerns. Teachers always answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the school's safeguarding procedures and Child Protection Policy which can be found on our website. If, during their PSHE lesson a child highlights a concern or it becomes evident that they are experiencing a difficulty, they can be supported by the class teacher or a member of our pastoral team.

In addition to the weekly lessons, children at Howe Green House are provided with further opportunities to develop their knowledge and skills through:

- Zones of Regulation – introduced and implemented throughout the school
- Assemblies
- School Council
- Circle Time/Tutor time
- Positions of Responsibility (Year 6)
- Whole School themed days or initiatives including
    - Food Bank Friday
    - Children in Need
    - Charity initiatives
- External Agency Provision for example:
    - Coram Life or Live Online sessions,

Assessment and Monitoring

We use a variety of methods for monitoring and assessing learning within PSHE. This ongoing assessment is used to show progress with regards to skills and attributes, including how they listen and interact with each other, as well as their knowledge.

EYFS

Ongoing observations are made of the children in the EYFS and these are recorded in their online Tapestry Journal and are discussed with parents

At the beginning of each new topic, a baseline activity is carried out to assess each child's current knowledge. This can be in the form of:

- Questioning and discussion
- Mind maps
- Graffiti walls
- Drawing and writing activities
- Ask it Basket

At the end of each lesson or topic, children are encouraged to reflect upon their learning and where appropriate to discuss or record what they feel they have learnt. This may be in the form of self-reflection, peer assessment and learning conversations and updating of mind maps and graffiti walls.

Parental Concerns and Withdrawal of Pupils

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the Statutory National Curriculum Science and Health Education. Please see our RSE Policy for further information.

This policy should be read in conjunction with the following Howe Green House Policies:

Relationships and Sex Education
Safeguarding/Child Protection
Confidentiality Policy
Anti-Bullying Policy
Equality and Inclusion Policy