

Copthill School

Personal, Social, Health and Economic (PSHE) Education Policy

Introduction

This is the Personal, Social, Health and Economic Education Policy for Copthill School. The members of staff responsible for overseeing and reviewing this policy are the PSHE Education Subject Leaders in collaboration with form teachers, tutors and the Headteacher.

The policy and process through which PSHE education is delivered has been discussed and arrived at by all the staff. The personal and social development of our children is the responsibility of all staff, in partnership with families and the wider community.

This policy document is freely available on request to all members of the school community. A copy of the policy can be found in the Staff Handbook (accessed via Google Drive).

Definition and Context

PSHE education comprises all that our school undertakes to support and promote the personal and social development and emotional, physical and economic well-being of our learners. It gives children the knowledge, understanding and skills needed to:

- stay healthy and safe
- develop independence and confidence
- develop worthwhile and positive relationships
- respect and appreciate differences and diversity
- make the most of their own abilities and those of others.

An effective PSHE education, alongside our RSHE, RE, SEND and Mental Health Policies, should enable our children to become responsible members of society.

As a prime area of the Early Years' Curriculum, Personal, Social and Emotional Development (PSED) is a vital part of early learning. This is the foundation for our children prior to their transition into Key Stages 1 and 2.

Our Copthill curriculum, using the 2014 National Curriculum Framework as its foundation, is balanced and broadly based and:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum encourages respect for other people, with particular regard to the protected characteristics defined by the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Throughout the school, we embed the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

The provision of a comprehensive, developmental PSHE education programme, supported by a curriculum that provides opportunities for spiritual, moral and cultural development, set within a healthy school that models supportive behaviours and offers opportunities for our children to develop as people and make decisions about their lifestyle, is central to our school's approach.

Our PSHE education programme is also central to achieving our school's vision and educational aims (see Educational Vision and Aims), most notably our emphasis on the characteristics of the Copthill Learner:

At Copthill School, we will grow as Copthill Learners (responsible citizens, independent explorers, team players, problem solvers, creative thinkers, reflective learners) respecting each other, our environment and ourselves and preparing for the next stage in life, whatever that might be.

Our PSHE education programme is designed to help our children learn to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It is used as a tool to educate our children about:

- citizenship
- healthy living
- keeping safe, including online safety
- economic awareness
- drugs awareness and substance abuse
- sex and relationships
- resilience to the risk of radicalisation.

Our children are encouraged to make real decisions about their lives and demonstrate their ability to take responsibility for their decisions.

Teaching and Learning

At Copthill School, we promote the needs and interests of all pupils, regardless of age, ability, gender, race, religion, belief or sexual orientation and identity. Teaching takes into account the age, ability, previous experiences, prior learning and cultural backgrounds of all our young people to ensure that all can access our PSHE education provision. We expect our children to show a high regard for the needs and opinions of others. PSHE is an important vehicle for ensuring equal opportunities for all.

As detailed in our Curriculum Policy, Copthill School uses the *Dimensions* 'Learning Means the World' model for curriculum design. We also use *Dimensions*' comprehensive PSHE education programme, 3D PSHE, which is complemented by a wide range of other resources.

Early Years 3D PSHE is taught through 25 stories which are linked to the Development Matters objectives and cover the PSED Early Learning Goals.

3D PSHE for Key Stages 1 and 2 is based around the three core areas of PSHE education identified by The PSHE Association.

- Health and Wellbeing:
 - know and understand what constitutes a healthy lifestyle
 - know how to maintain physical, mental and emotional health and wellbeing
 - be aware of safety issues, including how to respond in an emergency
 - know how to manage change, including puberty, transition and loss.
- Relationships:

- develop and maintain a variety of healthy relationships within a range of social and cultural contexts
 - know how to recognize and manage emotions within a range of relationships
 - know how to recognize risky or negative relationships, including all forms of bullying and abuse, and ask for help
 - know how to respect equality and diversity in relationships.
- Living in the Wider World:
 - know the importance of responsible behaviours and actions
 - be responsible and independent members of the school community
 - be positive and active members of a democratic society
 - know about the importance of respecting and protecting the environment
 - develop self-confidence and self-esteem and make informed choices regarding personal and social issues
 - develop good relationships with other members of the school and the wider community
 - know about where money comes from, keeping it safe and the importance of managing it effectively
 - have a basic understanding of enterprise.

Within these core areas there is broad overlap and flexibility but the key concepts and skills that underpin an effective PSHE education are taught and applied. Together with a focus on our duty to actively promote the fundamental British values, our 3D PSHE education programme helps pupils 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'.

Within the three core themes, units of work for Key Stage 1 (Year 1 and Year 2) focus upon:

- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

Units of work for Key Stage 2 (Years 3, 4, 5 and 6) focus upon:

- Health
- Healthy Lifestyles
- Hygiene
- Changing and Growing
- Emotions
- Safety
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities

- Economic Awareness
- Nutrition and Food
- Aspirations
- First Aid
- Collaboration
- Similarities and Differences
- Healthy Relationships
- Diversity
- Discrimination
- Enterprise
- Extremism and Radicalisation
- Sex and Relationships

Copthill School's PSHE education programme is embedded within the wider learning opportunities offered by the school, including those provided by:

- all subjects
- Forest School, Enriched External Learning (EEL) and Go Outside and Learn (GOAL)
- sporting events
- musical events
- tutor group meetings
- Intervention groups, including nurture groups and 1:1 sessions with HLTAs
- co-curricular activities - clubs
- assemblies
- house activities
- elections – e.g. School Council, form captains
- School Council
- Eco-Committee
- charity events
- educational visits – e.g. Y6 visit to Warning Zone
- campovers and residential visits
- invited visitors

Teachers utilise the plans contained within the 3D PSHE education programme to provide opportunities for children to learn, practise and demonstrate knowledge, understanding, skills and attitudes. Teachers are responsible for adapting these plans accordingly for a range of learning needs and styles and using a variety of teaching approaches, which may include discussions, group work, role play and presentations. Flexibility is important as experiences such as bereavement might require learning activities to be drawn from different stages.

Our PSHE education programme is taught within a safe and supportive learning environment where all individuals are valued and encouraged and positive relationships are modelled. Our children develop the confidence to ask questions; challenge the information presented to them; contribute their own experiences, views and opinions and put what they have learned into practice.

Appendix 1 includes knowledge builders for Years 1/2, Year 3/4 and Years 5/6 and an overview for each year group - [2024 3D PSHE Overview Documents](#)

Pupils with Additional Educational Needs

As far as is appropriate, children with special educational needs follow the same PSHE education programme as their peers. Careful consideration is given concerning the level of differentiation needed.

Assessment

As with any learning, the assessment of our children's learning in PSHE education is important. It provides information that indicates their achievement and progress and informs the development of our programme. The 3D PSHE programme provides clear links to the Development Matters objectives and the Early Learning Goals for PSED. It also provides Skills Ladders for Health and Wellbeing, Citizenship and Personal Wellbeing (including economic wellbeing, emotional wellbeing, physical wellbeing and relationships) for Years 1-6. Teachers use these informally.

Children have the opportunity to reflect on their own learning and personal experiences and to set personal goals through, for example:

- informal conversations with their teachers
- the Copthill Challenge Scheme
- pupil questionnaires.

Links to other Policies and Documentation

Other school policies contribute to the personal, social and emotional development of pupils. These include:

- Assemblies
- Anti-Bullying Policy
- Charity Policy
- Child Protection & Safeguarding Policy
- Copthill Learner
- Curriculum Policy
- Educational Vision and Aims
- Equal Opportunities
- Form Teacher's Role
- Healthy School Policy
- House System
- Mental Health Policy
- PREVENT Risk Assessment
- Promoting Positive Behaviour Policy
- Pupil Welfare Risk Assessment
- Racial Awareness Policy
- Relationships and Sex Education & Health Education (RSHE) Policy
- Rewards Policy
- School Rules
- SEND Policy
- Staff Code of Conduct
- Tutor Role

Safeguarding and Confidentiality

Due to the nature of the topics covered in the PSHE education programme, all teachers must familiarise themselves with the Child Protection & Safeguarding Policy, Staff Code of Conduct and Pupil Welfare Risk Assessment.

Monitoring and Evaluation

The PSHE Education Subject Leaders in collaboration with the Headteacher monitor the planning, teaching and learning of PSHE education. This is done in a variety of ways including:

- discussions at staff meetings
- Learning walks
- planning scrutiny

- work scrutiny
- lesson observations
- informal feedback.

Copthill School is a member of the PSHE Association which provides useful guidance, training and resources.

This policy and associated schemes of work and planning are reviewed every two years.

Date of most recent review: November 2024

Appendix 1

Knowledge builders for Years 1/2, Year 3/4 and Years 5/6 and an overview for each year group - [2024 3D PSHE Overview Documents](#)