



**Stamford Green  
Primary School and Nursery**

**PSHER Policy  
(Personal, Social, Health, Economic and  
Relationships Education)**

**Including our SMSC  
Approach  
(Spiritual, Moral, Social and Cultural)**

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 28.6.22

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# PSHER (Personal, Social, Health, Economic and Relationships) Policy

## 1. Introduction

- a) At Stamford Green Primary School and Nursery, we are committed to developing the children's responsibilities towards themselves and others in school, as well as members of the local and global community.
- b) This commitment is embodied in the school's motto: 'Working together to be the best we can' and the seven commitments we make to each child during their time with us: Inspiring ~ Happiness ~ Values ~ Achieving ~ Ambition ~ Learning ~ Togetherness.
- c) Alongside the school's motto and commitments are our values. These are embedded throughout the curriculum and are vital in providing the children with essential skills needed in order to aid development and understanding of the world.
- d) Our PSHER curriculum is underpinned by PSHE Education in the National Curriculum; Personal, Social and Emotional Development (PSED) from the Early Years Foundation Stage (EYFS); the work of the PSHE Association; Relationships Education, Relationships and Sex Education (RSE) and Health Education consultation document; MindUp and the Daily Mile (Golden Run).
- e) The content set out in this guidance cover everything that primary schools should teach about on relationships and about on health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. (See science curriculum map on the school's website for reference)

## 2. Aims and Objectives

As referenced in the RSE and Health Education DfE publication, our PSHER curriculum will support the development of skills, attitudes and values, which will enable children and staff to:

- a) Embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practise as they develop capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- b) Use high quality, evidence based and age appropriate teaching of these subjects to help prepare pupils for the opportunities, responsibilities and experiences of adult life. We will also promote spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.
- c) Use the Relationships Education, Relationships and Sex Education and Health Education Regulations to ensure that we know that it is compulsory for all primary pupils to receive this education. Personal, Social, Health and Economics and Relationships Education (PSHER) continues to be a compulsory requirement of the National Curriculum.
- d) Recognise the right of parents/carers to withdraw pupils from sex education but not relationships education and the process that the school should follow when considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory PSHER.

- e) Determine how to deliver the content set out in the PSHER curriculum map and DfE guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.
- f) Deliver RSE as part of a timetabled PSHER programme, with good outcomes.
- g) Ensure the subject lead works closely with colleagues in related curriculum areas to ensure Relationship Education, RSE and Health Education programmes compliment, and do not duplicate, content covered in National Curriculum subjects such as science, computing and PE. It is important that we check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary school.
- h) Be aware that for many young people, the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be living a substantial proportion of their life online. We will take this into account when planning how to support children in distinguishing between different types of online content and making well-founded decisions.

### **3. Principles**

- a) Our job as teachers is to ensure that we incorporate the PSHER education into our daily teaching. This will happen through numerous ways:
  - i. The Daily Mile (Golden Run) happening every day in KS2/KS1 and 3x a week in YR.
  - ii. MindUp brain breaks will happen 2x a day (morning and before the end of the day) each having a designated time slot so that the school is in unison.
  - iii. Reading a class book/poem every day.
  - iv. A 20 minute planned PSHER activity will take place weekly that will use elements of the PSHER curriculum map (located on the school's website).
- b) The following strategies may be used by teachers in order to achieve these goals:
  - i. Circle Time.
  - ii. Reflection.
  - iii. Time to ask questions in a safe environment and through day to day practise.
  - iv. Having milk in YN and fruit in the EYFS and KS1.
  - v. Encouraging children in KS2 to bring in fruit as a snack to have mid-morning.
  - vi. Every child feeling confident when asking questions and knowing it is ok to make mistakes.
  - vii. Slowing the pace of the day's activities that are unique to their class, For example: Yoga, Wake and Shake, games, music.

### **4. Parents/Carers**

- a) To ensure that our parents and community understand how our PSHER curriculum is underpins our school day, we will ensure that as teachers, we do the following:
  - i. Publish the PSHER Curriculum Map on our website.
  - ii. Talk through PSHER for the year ahead during the 'Welcome Meetings' for each year group in July.
  - iii. Ensure that parents/carers understand the right to withdraw their child from some or all RSE delivered lessons. They do not have the right to withdraw from aspects of the science curriculum that are statutory to their year group.

## **5. Teaching and Learning**

### a) Curriculum Content

The PSHE Association states that:

To teach children key skills through the use of three 'core themes':

- i. *Health and Wellbeing: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks, keeping safe, managing change, making informed choices and knowing where to get help with this, how to respond in an emergency, to identify different influences on health and wellbeing.*
- ii. *Relationships: how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to recognise and manage emotions, how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help, how to respect equality and diversity in relationships.*
- iii. *Living in the Wider World: self-respect and respect for others, the importance of being responsible, the rights and responsibilities of families and citizens, learning about different groups and communities, respect for equality, being a productive member of the community, the importance of respecting and protecting the environment, money management and a basic understanding of enterprise.*

### b) Curriculum Organisation

Please refer to the Stamford Green Primary School Personal, Social, Health, Economic and Relationships Education Curriculum Map (available on the school website).

### c) Teaching and Learning Methods

Activities are planned according to the levels and needs of the children. We take into account prior learning, knowledge and skills already gained. A range of teaching strategies and learning styles are used in delivering PSHER. These include: Circle time activities and class discussions.

- i. Reflection.
- ii. Role-play and drama.
- iii. Visits and visitors when appropriate. (\*see our school website for more information about our Thrive experiences)
- iv. Time allocated in the classroom for lessons to be taught.
- v. Reports from the School Council.
- vi. Class teaching and group work.
- vii. Individual work when appropriate.
- viii. Whole school focus through our themes.

## **6. Assessment**

- a) In accordance with the school's Assessment Policy, children's achievements and growth in PSHER and PSED are assessed and recorded by the class teacher.
- b) Children are also encouraged to assess themselves and their peers.
- c) Assessment is used to enable teachers to match tasks, to respond to needs and inform future planning.
- d) Teachers inform parents of their child's progress through Parents' evenings and accompanying written reports.

## **7. Inclusion**

- a) Children of all abilities and beliefs should have access to the PSHER/ PSED curriculum.

- b) Provision for children with Special Educational Need and Disability (SEND) is the responsibility of the class teacher with the support of the Special Educational Needs Coordinator (SENCO) and PSHER Coordinator.
- c) It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability or sexual orientation and social circumstances, have access to the PSHER/PSED curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.
- d) Within the planning of PSHER/PSED, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.
- e) Our approach is that we will address Lesbian, Gay, Bisexual and Transgender (LGBT) specific content as per the Department for Education recommendation, which is "...that it is integral throughout the programme of study that is followed. As with all RSE teaching, we will ensure that our teaching is sensitive, age appropriate and delivered with reference to the law."

## **8. Spiritual, Moral, Social and Cultural (SMSC) Definition**

- a) The spiritual development of pupils is shown by their:
  - i. 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.
  - ii. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
  - iii. Use of imagination and creativity in their learning.
  - iv. Willingness to reflect on their experiences.
- b) The moral development of pupils is shown by their:
  - i. Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
  - ii. Understanding of the consequences of their behaviour and actions.
  - iii. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.
- c) The social development of pupils is shown by their:
  - i. Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
  - ii. 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.
  - iii. 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- d) The cultural development of pupils is shown by their:
  - i. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
  - ii. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
  - iii. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
  - iv. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
  - v. 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.

## **9. Our SMSC Approach for the school**

a) Our SMSC Approach contributes significantly to the ethos of our school and our school community.

We aim to:

- i. Share common aims and school values.
  - ii. Celebrate achievement and special times.
  - iii. Explore together the world in which we live.
  - iv. Develop a community spirit.
- b) Staff will ensure that our SMSC approach is delivered in lessons, assemblies and throughout the curriculum and wider school activities.

## **10. SMSC for the pupils**

a) We also intend that SMSC contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- i. Consider spiritual and moral issues.
- ii. Explore a sense of values.
- iii. Develop their own spirituality.
- iv. Reinforce positive attitudes.
- v. Participate and respond.
- vi. Reflect on what it means to be a positive member of society.

## **11. Charity Events**

- a) Every year the Pupil Leadership Team (Head and Deputy Head Boys and Girls) will meet with members of staff to plan the school's charity events.
- b) After this meeting the children and parents/carers will be informed through Dates for Diaries.
- c) Following a charity event, an assembly will inform all the children who, when, why, what and how much was raised. This will also be replicated in a newsletter.

## **12. Links with other Policies**

This policy links with other school policies: Anti-Bullying, Collective Worship, Safeguarding, Equal Opportunities, RE, E-safety and Science.