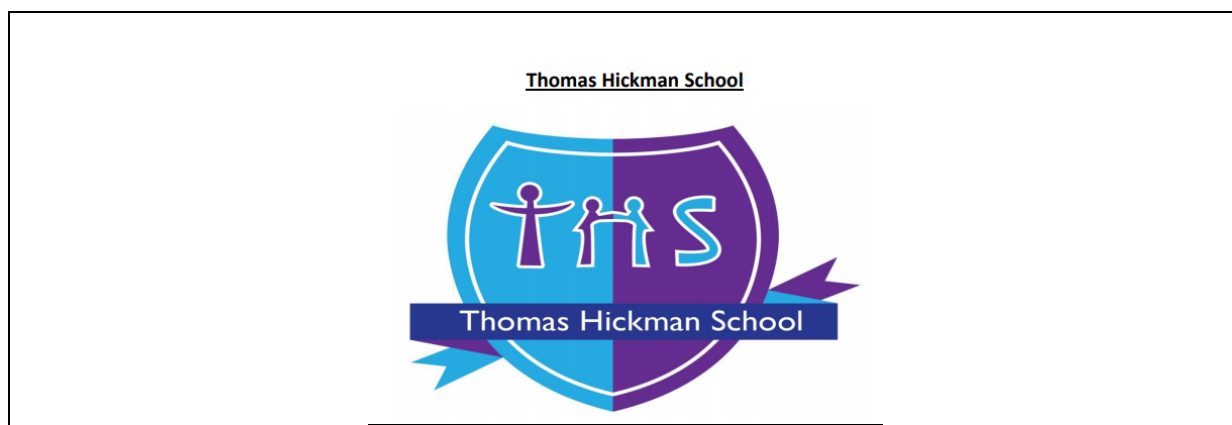


PSHE Policy

Physical, Social, Health Education Policy (PSHE)

THOMAS HICKMAN SCHOOL



Approved by:	Pippa Brand-Benée	Date: January 2023
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Last reviewed on:	January 2023
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Next review due by:	January 2025
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Signed:

Date:

Alan Sherwell – Chair of Governors

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1. Purpose of Study

The Aim of Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of their community and the wider society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Prefects and School Sports Teams.

In September 2020, changes to Relationships and Health Education were introduced as mandatory with a new programme of study from the DfE. At Thomas Hickman School we teach mandatory Relationships and Health Education, and non- statutory sex education as part of our PSHE curriculum.

Thomas Hickman School are following the PSHE Association programme of study. Using this as guidance; we have written a scheme of work with weekly objectives for each year group covering the programme of study themes.

A whole school approach will be used to implement this programme. This policy aims to promote pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, Relationships and Health Policy, Sex Education policy and Race Equality Policy.

In following the programme, our pupils will be taught the **three core themes of PSHE**, 'Health and Wellbeing, Relationships and Living in the Wider World, using knowledge, skills and understanding.

2. Vision

At Thomas Hickman School, everyone strives for excellence. Our **BIRDS values** and our **Flying Start Curriculum** are at the heart of all we do, ensuring that each child fosters friendships, builds confidence, discovers talents, feels happy and safe, aims high and becomes a lifelong learner.



The strong ethos and philosophy at the core of our Thomas Hickman School values is “**No Outsiders**” here.

We endeavour to improve the lives of children, young people and families. We celebrate the rich diversity and take steps to tackle all kinds of bullying. In doing so, we believe that children will attain at school and our community will be happier and more successful.

We celebrate all our children and their families without discrimination. We are a caring community where our whole-school BIRDS Charter is built on mutual trust and respect for all, regardless of **race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender**. The “No Outsiders” message fulfills our duty to promote diversity and prepares our children for life in modern Britain.

“No Outsiders” supports the Equality Act to ensure that everybody is treated equally and without prejudice.

There are ‘No Outsiders’ at Thomas Hickman School because everyone is included: everyone is welcome, and all difference is celebrated. This is fundamental to our school ethos and permeates all that we do at THS.



We are all...



B.I.R.D.S

at Thomas Hickman and at all times we are **expected** to behave and learn in a way in keeping with our learning philosophy. We are all BIRDS, staff, community and children alike



We will be **BRAVE** in life and learning and stand up for what is right, even when no-one is looking. Everyone has the right to learn, be safe and respected at THS.



Our courage to do the right thing will **INSPIRE** others around us to follow; we will be strong and lead the way.



We will be **RESPECTFUL** to our THS school family. We will demonstrate this in class, at playtime and around the school. Our kind hands, kind words and kind heart will show people we all belong together and no BIRD flies alone: there are No Outsiders at THS.



Even when times are really hard, we will stay **DETERMINED** to follow our school expectations.



We 'grow our brain' every minute, of every day: we are **SCHOLARS** and understand that sometimes we need to learn how to behave well too.

3. Mental health and wellbeing

In a fast-paced, ever changing world, we recognise that for some of our BIRDS, there are times when despite the caring, supportive community we are within our school, some of our BIRDS feel like they are flying alone. This is not something we want for our children and provide support to help them in a variety of ways. The following is an example of some of the strategies and interventions we put in place to support the Mental Health and Wellbeing of our children, this is not an exhaustive list:

The Aviary – This is a smaller nurturing space for children to develop their social skills with adults' support. An opportunity to eat and talk socially as well as play games, learning important aspects of social development such as listening and turn taking.

Nurture Groups – These are run by our experienced Pastoral team to support children identified by class teachers as needing a little extra emotional support.

Helping Hands – A bespoke session for children who have witnessed Domestic Violence. This gives children an opportunity to talk openly in a safe environment with specially trained staff.

Full time Therapist – At THS, we are lucky to have a fully qualified, Counsellor for the children. The needs of the children are prioritised and those who need this specialist service have a series of sessions, designed for them as a bespoke programme.

Fragile Egg Programme (Including E-Egg programme for E –Safety) – Our bespoke THS programme, ensuring the safety of our children and building their resilience.

Worry Box and Worry Monsters initiative – Every class teacher has a Worry Monster, used within the class for children to share worries and concerns. The teacher will address these, either individually or on a one to one basis, depending on the nature of the worry. We are teaching children to share their worries with a trusted adult, to build their confidence and resilience. If a child needs a little more support, we are proud to have a pastoral and well-being team that provide one to one and small group nurture support.

Mindfulness sessions in class and as part of therapy – Mindfulness is a powerful tool for children and adults alike. We have time in the curriculum for the children to begin to practise the art of mindfulness, by listening to an adult recite words designed to calm and focus the mind. This is accompanied by music and/or colouring, depending on the age of the children.

Fred the Therapy Dog – Within THS we have a Therapy Dog who regularly visits each week. Fred is based in the Pastoral building (The Acorn Centre) which allows him to be part of one to one therapy sessions, but he also walks to classes and is taken for walks too around the playground, under adult supervision.

Circle of Friends – These groups are led by a member of the pastoral team, to help children in building relationships with peers.

Lego Therapy – This takes place within the Acorn Centre, either on a one to one basis or in small groups, depending on the need of the child/children. The sessions are led by a qualified, Lego Therapy practitioner.

Hand on Heart @ Home (Positive Parenting) – This is a programme run by our qualified Counsellor, who offers support and guidance to parents within our school community. This programme takes place during school hours within the Acorn Centre.

Parent Alliance – Involvement in the community is essential to triangulate the work we do in school, between children, staff and parents. These meetings were set up to give a 'Parental Voice' just as we have a 'Pupil Voice' within school.

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Mental Health for pupils - All pupils are taught about how to look after their mental health as part of the PSHE curriculum

Green Time – Children at THS are offered time to ‘walk and talk’ to help with their emotional regulation, thereby allowing them to return to the classroom. This time could be given with a classroom Teaching Assistant, a member of the Pastoral team or the School Counsellor. It is an opportunity to be outside, enjoy the green space and breathe.

Performing Arts Teacher – Our Performing Arts teaching programme, as part of our Flying Start Curriculum, allows the children to explore an exciting part of the curriculum. Lessons take place in a dedicated space, to allow their talents to shine.

Mental Health and Well-being for staff - The School Counsellor (Abi Manly) is the well-being lead at Thomas Hickman School and provides support to the adults too within the school team.

The Acorn Centre – This self-contained building at the front of our school, is the Wellbeing and Mental Health First Aid hub. In here, many of the sessions take place, as well as having a dedicated space as a ‘Family Room’ to welcome Parents and Carers into a comfortable environment. Our Pastoral and Safeguarding team are based here.

4. Skills and Attitudes

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible, and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning, and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices, and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

All staff recognise opportunities that can serve to develop and promote SMSC in their classrooms and in other contexts. This sparks children’s passion for learning, because they make connections, understand themselves better and begin to see more relevance in what they are being taught.

5. Aims

The aims of PSHE at Thomas Hickman School are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues and now how to keep themselves safe
- Understand what makes for good relationships with others
- Have respect for others regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender.
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and wider community



Supporting Behaviour @ THS

Supporting our Thomas Hickman BIRDS with their learning journey is our Behaviour model, setting the highest expectations always. Our Behaviour Policy forms part of the overarching ethos at THS of positive role modelling from our tiniest BIRDS through the school, until they fly our nest and onto their next educational step.

There is the link to the full Behaviour and Relationships Policy on the website.

Children are growing and learning all the time - academically and socially - and with any learning process, mistakes are made. In keeping with the school's BIRDS CHARTER and learning culture this policy sets out our approach to managing behaviour.

Thomas Hickman School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core learning behaviours and core beliefs with a heavy emphasis on respectful behaviour; a partnership approach to managing poor conduct and dynamic interventions which support staff and learners.

Pastoral Care

At THS we understand that behaviour is a language, therefore, we take time to understand what is being communicated. We are a Trauma Informed School.

We use the support of our Pastoral team, including our School Counsellor to support children who display challenging behaviours – we don't excuse poor behaviour but at Thomas Hickman we firmly believe in the pastoral and emotional support of a learner, families and staff to make improvements holistically.

6. Statutory requirements

PSHE is a statutory subject, with effect from September 2020.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in new DfE Relationships and Sex Education and Health Education Guidance [statutory guidance](#)
- We must teach health education under the same statutory guidance.

7. Content and delivery

7.1 What we teach

We are required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Health Education policy (RHE) and separate non-statutory Sex Education policy for details about what we teach.

These policies are available on the school Website:

<https://www.thomashickmanschool.com/relationship-education>

Subject Content

- ✓ We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- ✓ We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- ✓ We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their PSHE experiences.
- ✓ In our teaching, PSHE is closely linked with all other subjects within the curriculum.
- ✓ We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- ✓ We exploit PSHE's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

Overarching Concepts within the Curriculum

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)

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- Diversity and equality (in all its forms)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
 - Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
 - Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage.

PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1.

PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Key-Stages 1 & 2 Pupils should have the opportunity to learn:

Health and wellbeing

1. What is meant by a healthy lifestyle?
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. Managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

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Living in the Wider World

1. Respect for self and others and the importance of responsible behaviours and actions
2. Rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. The importance of respecting and protecting the environment
6. Where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise

For other aspects of PSHE, including health education and the details about what we teach in each year/ Key stage, the Curriculum Map can be seen here:

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Autumn Curriculum

Year group	Autumn		
	Living in the Wider World		
	Rights and Responsibilities	Environment	Money
Year One	Groups and communities we belong to; how to get help; everybody is unique in some ways and the same in others.	Looking at the local environment	Where money comes from; how to use money and keeping it safe.
Year Two	Respecting their own and others' needs; how we are unique but also different; people who work in the community; getting help in an emergency	Looking at the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved.
Year Three	Rules, laws and safety; Human Rights and the UN declaration on the Rights of the Child; Difference and Diversity	Responsibilities, rights and duties to home, school and the environment; to learn about sustainability	The role of money and its management
Year Four	Human Rights and the UN declaration on the Rights of the Child; Difference and Diversity; Anti-social behaviour; Media	Sustainability of the environment across the world.	Interest and loans
Year Five	Rules and laws; changing rules and laws; Human Rights; respecting diversity	Resource allocation;	Looking at money; interest; loan; debt management of money; tax
Year Six	Rules and laws; changing rules and laws; Human Rights; Resolving and respecting differences; Diversity in the UK	Responsibility	Finance and Critical Consumerism; Enterprise

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Spring Curriculum

Year group	Relationships		
	Feelings and emotions	Healthy relationships	Valuing Difference
Year One	Recognising feelings in self and others; sharing feelings.	Teasing and bullying; NSPCC PANTS rule - appropriate and inappropriate touch; secrets	Respecting similarities and differences in others; sharing views and ideas.
Year Two	Special people; bodies and feelings can be hurt	Listening to others and playing cooperatively; NSPCC PANTS rule - appropriate and inappropriate touch; secrets	Respecting similarities and differences in others; sharing views and ideas.
Year Three	Recognising feelings in others; responding to how others are feeling; keeping secrets.	Positive, healthy relationships and friendships; maintaining friendships; NSPCC Pants / Inappropriate and appropriate touch; solving peer disputes	Recognising and responding to bullying.
Year Four	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Bullying and asking for help; recognising and managing dares
Year Five	Responding to feelings in others; Confidentiality	Discrimination, Bullying and Stereotypes; Marriage and consent	Listening to others; raise concerns and challenge
Year Six	Confidentiality and when to break a confidence; Responding to feelings in others	Similarity and difference; stereotypes; sex, gender identity and sexual orientation; discrimination, teasing and bullying; negotiation and compromise	Marriage and consent

Summer Curriculum

Year group	Summer		
	Health and Wellbeing		
	Healthy Lifestyles	Growing and Changing	Keeping Safe
Year One	What helps keep bodies healthy	Recognising what they are good at; setting goals. Change and loss and how it feels.	Keeping safe around household products; how to ask for help if worried about something.
Year Two	Healthy choices; hygiene routines	Growing; changing and being more independent; correct names for body parts (penis and vagina only)	Keeping safe in different situations; privacy in different contexts
Year Three	What makes a balanced diet & lifestyle; Images in the media	Changes that happen in life and the feelings associated with this.	Negative pressure; drugs in everyday life; Keeping safe online
Year Four	Hygiene and germs; Common everyday drugs	Feelings, good and bad / conflicting and how to describe them to others.	Managing risk and keeping safe; Negative pressure; Keeping safe online
Year Five	What positively and negatively affects physical and mental health; drugs (legal and illegal); Media	Intensity of feelings; managing complex feelings; PUBERTY	online safety including sharing images; mobile phone safety
Year Six	Habits; risk and effects of drugs	Changes at puberty (recap Year 5), human reproduction, roles and responsibilities of parents.	Influences on behaviour; resisting pressure; rights to protect their body and speaking out; online safety

7.2 How we teach it

At Thomas Hickman School, discrete PSHE lessons are taught for seven weeks per whole term – but, please be reminded that PSHE permeates all areas of the curriculum, throughout the school day and beyond.

Whole School Assembly themes continue the strong community themes that are core to our Vision and Values. These weekly Assemblies are taken by the Headteacher, Pippa Brand-Benee or in her absence by the Deputy Headteacher, Sarah Brew.

The themes introduced to the children in the Monday whole school assembly are then carried within the Key Stage Assembly as well as Class Assemblies, providing opportunity for the children to embrace and embed the value.

Children are immersed in WOW days and FINALE days as part of our Flying Start Curriculum and throughout these the children experience, trips or experience days in school to continue their wider learning.

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- ✓ 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 provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:
- ✓ There will be a weekly PSHE lesson in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work.
- ✓ Enrichment Days
- ✓ Opportunities will be found within other curriculum areas, eg. links with drama and role play, debate and discussion in English lessons, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in Assemblies, including the promotion of Citizenship.
- ✓ Throughout the school there will be acknowledgement of SMSC in every lesson, through the teachers and pupils relationships with each other.
- ✓ Activities will be provided as group, class or school events and initiatives eg: community projects, school productions, assemblies for parents and friends, celebration assemblies and an annual residential trip for Year 6.
- ✓ At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- ✓ The children are involved when visitors come into school e.g. Prefects.
- ✓ In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.
- ✓ Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, ICT, specific adults, e.g. medical agencies, police service, fire services etc. This encourages children to develop their learning in enquiring skills and assists in equipping them for adult life.

Inclusion and Equal Opportunities

At our school we teach PSHE to all children, whatever their ability. All children are provided with equal access to the PSHE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the PSHE policy, and the Headteacher responsible for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

8.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The PSHE lead is Paula Drakard.

8.4 Pupils

Pupils are encouraged to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

9. Monitoring arrangements

The PSHE Lead (Paula Drakard), the Headteacher (Pippa Brand-Benee) and the Governing Body are responsible for monitoring the delivery PSHE including RSE at Thomas Hickman School. Our PHSE Governor is Kate Burrell.

The work of the PSHE subject lead also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a lead and direction for the subject in the school.

Policy Review

This policy was written October 2020 and updated in 2022 and will be reviewed in two years, due to on-going DfE Requirement changes likely since the introduction of the mandatory framework. Thereafter, a PSHE Policy review will be every three years. An interim update has taken place in Spring 2021, due to DfE changes on mandatory Health & Relationships education to include puberty. The PSHE Policy has been updated to reflect two separate policies of mandatory Relationships & Health education and non-statutory Sex Education (How babies are made) Year 6 only.

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10. Links with other policies

This policy links to the following policies and procedures:

Relationships and Health Education Policy 2022

Sex Education Policy 2022

Equalities and Cohesions

Child Protection and Safeguarding

Confidentiality

Behaviour and Relationships Policy

Anti-Bullying Policy