

# **Reddiford School**

## **Including EYFS**

### **Policy for PSHE**

(Personal, Social, Health & Economic Policy)

To be used in conjunction with

**SMSC Policy**

**Safeguarding Policy**

**Relationship, Sex and Health Education Policy**

**Character Education (DfE Framework Guidance)**

**E-Safety Policy**

**Wellbeing and Mental Health Policy**

**The Children Act 2004**

**Mental Health and Behaviour in Schools 2018 (DfE Guidance)**

**Prevent Duty Guidance 2024**

**PSHE Association**

## Introduction

At Reddiford School, teaching and learning in all subjects including PSHE, can offer opportunities for promoting the school's aims and ethos and developing pupils' emotional intelligence, judgement and decision making, confidence and sense of responsibility. They are given the chance to show what they are good at and what they like, as well as sharing their opinions, coordinating with others, learning new skills and making the most of their abilities, thus enabling them to appropriately and effectively adjust their behaviour according to their environment - in other words to demonstrate cognitive flexibility. They are also encouraged to develop healthy relationships, to respect the differences between people, paying particular regard to Age, Disability, Gender, Marriage and Civil partnerships, Race, Religion or belief, Sex and Sexual orientation (taught in age-appropriate lessons), also, to recognise how their behaviour affects others, to listen and work co-operatively and reflect on their learning.

All this is foremost in developing character, which we hold integral in contributing to forming well-educated and well-rounded young adults.

Reddiford School actively promotes while reflecting current legislation:

- (a) the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- (b) ensures that principles are actively promoted which—
  - enable pupils to develop their self-knowledge, self-esteem and self-confidence.
  - enables pupils to distinguish right from wrong and to respect the civil and criminal law of England.
  - encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
  - enables pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
  - furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
  - encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school.
- (d) takes such steps, as are reasonably practicable, to ensure that where political issues are brought to the attention of pupils—
  - while they attend the school
  - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
  - in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

Reddiford's PSHE programme **covers five** core themes – Mental Health, Health and Wellbeing, Relationships, Living in the Wider World and Economics

Personal, Social and Emotional Development (PSED) is also one of the seven areas of development and learning within the EYFS curriculum and is used in conjunction with the "Every Child Matters" guidelines.

**Aims:**

- To develop effective, fulfilling and healthy relationships and learn to respect the differences between people.
- To gain responsibility, initiative and understanding of rules and the law.
- To take responsibility for themselves and their environment.
- To learn about their own and other peoples' feelings and become aware of the views, needs and rights, of younger children and older people.
- To consider themselves as members of a class and community, and learn social skills, such as how to negotiate, share, take turns, play, help others, resolve simple arguments, resist bullying and work with others cooperatively to form relationships.
- To recognise and value their own worth, have a sense of purpose, work well with others and become increasingly responsible for their own learning and behaviour.
- To give pupils a broad general knowledge of public institutions and services that they may encounter at their age.
- To encourage pupils to appreciate racial and cultural diversity and to avoid and resist racism.
- To learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal development. To develop pupil's self-esteem, self confidence, independence, knowledge and responsibility.
- To equip pupils with the skills for thoughtful decision-making and the confidence to thrive beyond Reddiford School.
- To enable all children to become independent learners through self awareness and self discipline, enabling them to reach their full potential.

- To teach pupils to recognise their personal worth and the importance of all individuals, whatever their background and regardless of academic or physical ability.
- To give pupils the opportunities to reflect on spiritual, moral, social and cultural issues.
- To give pupils strategies for keeping themselves safe and to develop a mentally healthy and physically healthy lifestyle.
- To help pupils to cope with physical and emotional change.
- To enable pupils to understand the meaning of healthy relationships.
- To develop the skills of relating to other people.
- To give pupils the opportunities to learn about keeping safe and who to ask for help if their safety is threatened.
- To give children the ability to recognise and manage risks and decide how to behave responsibly both in and outside of school.
- To develop judgement skills on what level of physical contact is acceptable or unacceptable
- To understand what pressure from others threatens their safety and wellbeing.
- To give pupils the knowledge and confidence to put into practice the First Aid skills they have been learning.
- Foster essential life skills highlighted by the World Economic Forum, including critical thinking, creativity, and emotional intelligence. Through collaborative activities, pupils develop problem-solving, decision-making, and negotiation skills, enhancing their ability to work with others. Lessons encourage adaptability and resilience, preparing children to navigate an evolving world with confidence and empathy.

### **The Curriculum**

Pupils are encouraged to engage in a diverse range of activities and experiences within and beyond the curriculum, fostering a strong sense of involvement in Reddiford School and the wider community as active and responsible citizens.

Much of PSHE is related to children's own experiences, so topics need to be handled with sensitivity and often as a response to the children's own questions and concerns.

Some elements of the PSHE syllabus are covered in weekly timetabled lessons as individual units. However, many of the issues can be introduced or developed through Wellbeing lessons, circle time, Pupil Code of Practice, assemblies, P4C, Remembrance

Reviewed February 2025

Day, in form periods and in school council meetings and with the JTA's (Junior Travel Ambassadors).

Agreed codes of conduct are also evident in the classroom, corridors, lunch hall and playground etc. and referred to directly when addressing behaviour expectations with children and parents.

Some elements are covered by visitors, visits and workshops, such as the Community Police Officer, Harrow's Road Safety Officer, the Pinner Parish Church Youth Worker, Emergency Services station visits, visits to Hazard Alley, the Theatre, Year 5 and 6 residential trips, Activity Week and workshops covering finance, debt and the economy. This enables our pupils to become positive contributors in their community and effective users of its services and facilities.

### **Policies**

There are well-established Behaviour (including anti-bullying), Religious Education, RSHE, Wellbeing & Mental Health, E Safety, First Aid and Safeguarding policies in place, to ensure the welfare of the children. All school policies reflect the aim and ethos of this policy and subject matter from many of the school policies can be found in the PSHE schemes of work. Further information and advice for dealing with bullying can also be found on Childline, NSPCC and National Bullying Helpline websites.

### **Equal Opportunities and Inclusion**

We ensure that all pupils, irrespective of gender, ethnicity, ability, culture, faith, physical ability and previous background, have equal access to the curriculum. Sensitive issues are handled with care and individual pupils' feelings respected. Pupils are made aware of the meaning and importance of equal opportunities. Due regard will be given to differentiation as outlined in relevant policies and where appropriate, work will be differentiated to take into consideration the abilities of the children.

### **Progression**

The PSHE long-term plan shows clear progression, as each element is developed through the school. Consistency is ensured by each year group planning together and being monitored by the PSHE Co-ordinator. Lessons are monitored and evaluated through learning walks, work scrutiny and talks with children.

### **Monitoring and Assessment**

Staff consistently assess and monitor pupils' knowledge, understanding, and application of key concepts such as health, safety, rules, and democratic values. They also evaluate how well pupils use this knowledge to develop essential skills and attitudes, including participation in discussions, teamwork, conflict resolution, decision-making, and fostering positive relationships.

Teachers make informal assessments by observing children during lessons, on the playground, and in extracurricular activities. Form teachers engage with pupils regularly, providing opportunities to discuss any concerns and monitor emotional well-being. Each class also has a Pupil Voice Box where children can confidentially share

concerns. Form teachers review these and discreetly follow up to offer support and guidance.

At the end of the academic year Form teachers fill in pupil Social Reports which can be referenced by all staff. This indicates whether the pupil's behaviour, organisation, interaction with peers/adults, concentration/attention and self-esteem are poor, good or excellent. There is also room for additional comments and whenever pastoral needs arise throughout the year, this information is also recorded as it provides a helpful overview of the pupil's social and mental wellbeing.

Although PSHE does not involve formal testing, pupil progress is tracked through:

- Teacher assessments
- Pupil self-assessments
- Pupil surveys
- End-of-topic quizzes
- Pupil feedback discussions with staff
- Questions and comments submitted through the Pupil Voice box

Children requiring additional support are monitored daily by form teachers, subject teachers, and support staff to ensure their wellbeing and progress.

### **Evaluation**

Evaluation is a continuous process from day to day, involving observation of the pupils by all members of staff as to how the aim and ethos of this policy are reflected in the children's behaviour. If there is cause for concern, the form teacher is consulted and if necessary other relevant members of staff or parents are informed. (See Behaviour policy).

Rewards for good citizenship, behaviour, consideration towards others, politeness and good manners are given through praise, house points and star of the week. Exceptional behaviour is recognised by the Head Teacher who has a Head's Honours Afternoon, where good work and behaviour are celebrated.

Annually a pupil is nominated by staff to receive the "Good Citizen" cup. This is awarded to one pupil in each year group.

Considering their past history at Reddiford, Year 6 pupils can be rewarded with important responsibilities such as:

Head boy/girl

Deputy Head boy/girl

House Captains

Prefects

Each time a pupil's report is written, the form teacher writes a comment about their behaviour, attitude and relationship with peers and adults etc.

**Cross Curricular Links**

PSHE is an important subject area that is part of a cross-curricular approach. Some ideas for Cross Curricular links are included as an appendix.

# **APPENDIX**



## CROSS CURRICULAR LINKS

The following shows examples of the breadth of opportunities where PSHE occurs across the curriculum.

### English: Language, Speaking and Listening and Drama

Whilst preparing to play an active role as citizens, pupils are taught to take part in discussions with one other person and the whole class. They learn to take part in a simple debate about topical issues and listen to stories that illustrate the skill of empathy, and aspects of personal and social development.

Drama is especially important, especially for children who lack confidence in other areas or those with Special Educational needs or in need of Learning Support. All pupils thrive in the process of rehearsing and role play, which develops teamwork, speaking, listening, confidence, empathy and thinking skills. Sometimes, children are surprised by their achievements, thus opening up new opportunities for personal development.

### Maths

Pupils explore the responsible use of money, including concepts such as tax and VAT, and the financial responsibilities adults hold. When discussing measurements such as weight and height, sensitivity is prioritised to ensure a respectful and considerate approach. Lessons on distance incorporate discussions about different countries and cultures, broadening pupils' global awareness.

Mathematical learning frequently involves collaboration, critical thinking, and problem-solving, helping pupils apply their skills in real-world contexts. Through diverse problem presentations embedded in everyday scenarios, pupils develop both their mathematical understanding and financial literacy, including money management and safety.

Additionally, Year 6 pupils participate in an economic workshop, and the Upper and Lower School Councils regularly organise cake sales, providing practical experiences in handling money and understanding economic principles.

### Science

Pupils learn about developing a healthy safe lifestyle, about the process of growing from young to old and about how people's needs change and that we have a life cycle. They are taught the names of the main parts of the body.

They are taught that all household products, including medicines, can be harmful, if not used properly. They are taught about healthy eating, a balanced diet and teeth hygiene.

Through the teaching of the five senses, pupils are made aware of the world around them and, to recognize, how the human impact on the environment may be improved.

They also discuss drugs (including medicines), aspects of sex education, health and safety, the effects of smoking and alcohol and how exercise helps us to stay healthy.

Healthy relationships, feelings and emotions connected with puberty and sexual matters are included in PSHE schemes of work and discussed whenever it is necessary and appropriate to do this.

## ICT

Pupils develop essential digital skills, including communicating via email, researching information online, and evaluating its reliability. They also engage in discussions about school rules, including behaviour and anti-bullying policies, and learn how to navigate the internet safely.

As part of the ICT curriculum, pupils explore coding, programming, and problem-solving using platforms such as Scratch and Python. They develop an understanding of algorithms, debugging, and logical reasoning through hands-on activities. Digital literacy is reinforced through multimedia projects, where pupils create presentations, animations, and basic web content.

Pupils are also introduced to Artificial Intelligence (AI), exploring its uses in everyday life, from virtual assistants to recommendation systems. They learn about the benefits and potential dangers of AI, including data privacy, bias, and misinformation. Awareness of online fraud, scams, and safe online shopping is embedded into the curriculum, helping pupils recognise phishing attempts, fake websites, and the risks associated with sharing personal information.

To ensure online safety, pupils are taught about cyber security, digital footprints, responsible social media use, and the risks of AI-generated content. The school employs a WebScreen 3.0 filtering system to safeguard online access across all devices.

## Languages

Pupils compare the way of life in other countries with ours, including customs, celebrations and food.

In Latin, they discuss the effects of technological change. Topics include personal hygiene, diet, leisure, consumerism, travel and communication.

## History

Pupils discuss the reasons for, and the results of, historical events, situations and changes. They also look at the diversity within societies, significant people, events, ideas and the experiences of people from the past.

## Geography

Pupils are taught to recognise changes in the environment (traffic pollution in the street) and to use critical thinking skills to decide how this may be improved. They express their own views about people, places and environments (e.g. litter in school) working both independently as well as coordinating with others.

They discuss world issues such as the destruction of the rain forests and global warming in order to solve problems.

Pupils are taught to have a wide knowledge of the world and the diverse cultures that live beyond our school gates using emotional intelligence.

## RE and Philosophy

Pupils discuss religious and moral beliefs that influence personal and social issues and relationships. Discussion during lessons forms an important part in developing the children's emotional intelligence and decision making. This is particularly evident in the Y6 Philosophy lessons where their cognitive flexibility is tested. Pupils learn to articulate a reasoned opinion without causing offence. In all lessons pupils are encouraged to listen and empathize with other pupils' views.

Cultural diversity is also discussed and celebrated. Pupils also attend or take part in collective worship assemblies from many faiths. As a result, pupils are able to gain insight into the origins and practices of their own cultures and into those of the wider community.

## Art and Design Technology

Pupils reflect and respond to ideas and experiences communicated through art, craft and design works from different times and cultures. They work as an individual or part of a team coordinating with others, growing in confidence and believing in their own capabilities.

In Design Technology children learn how to design and make projects suitable for specific criteria whilst putting into practice the rules and methods they have learnt. Thus, giving pupils an insight into other people's needs and requirements.

They learn to value other children's work and that everyone has something to offer as long as they do their best. They take part in judgement and decision making which leads to expanding their cognitive flexibility.

## Music

Music celebrates creative abilities in playing or singing. Issues of cultural diversity, their value and their expression, are considered.

Pupils work individually or as part of a group. They are always encouraged to value each other's contributions and work together in harmony. During such activities they demonstrate how they are able to coordinate with others and work creatively.

### Physical Education

Pupils learn about health and safety, along with the development of personal and social skills through team and individual activities, games and sports.

Appreciating and encouraging peers of varying ability is always encouraged.

### Extra Curricular Clubs

All clubs reflect the aims and ethos of the PSHE policy.

These are examples of how PSHE can be linked into all areas of the curriculum. Of course, other opportunities arise on many occasions and teachers at Reddiford see these opportunities as ways of developing the pupils' Personal, Social and Health Education.

Hopefully, this will allow them to become good citizens, of whom, their school, family and themselves will be proud.