

# PSHE Policy

## Horwich Parish CE Primary School



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Author: Mrs K Holland	Version: 1
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*Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.*

*Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

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## **1. Rationale**

At Horwich Parish School, we aim to:

- Provide a safe, healthy and happy place for learning and fun.
- Help each person gain the skills they need to be confident members of the community.
- Encourage each person in their life's journey to achieve the best they can.

## **2. Aims**

In the light of this mission statement, it is the aim of Horwich Parish CE Primary School:

- To provide all pupils with their national curriculum entitlement.
- To know and understand what is meant by a healthy lifestyle.
- To be aware of safety issues.
- To understand what makes for good relationships with others.
- To have respect for others.
- To be thoughtful and responsible members of their community and their school.
- To become active members of our democratic society.
- To develop self-confidence and self-esteem.
- To make informed choices regarding personal and social issues.
- To develop good relationships with other members of the community.

## **3. Teaching and Learning Style**

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as the School Christmas Fair), or involvement in helping other individuals or groups less fortunate than themselves e.g. Urban Outreach.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts, in line with our restorative practice policy.

We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their roles in creating a positive and supportive local community.

#### **4. PSHE Curriculum Planning**

We teach PSHE in a variety of ways. PSHE is embedded in our long-term planning through assemblies, discussion times and themed days. Each year group teaches weekly lessons using the Kapow scheme which incorporates PowerPoints, video clips and group decisions.

We develop PSHE through various activities and whole-school events, e.g. the school council meets regularly to discuss school matters. Themed weeks are planned during the school year to raise awareness of key issues for example Anti-Bullying Week and Health Week. PSHE is also explored through regular circle time and collective worship time every morning. Growth mindset is incorporated into this in order to boost a child's self-esteem and work on their resilience towards a task.

We also offer a residential visit in Year Six, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

Exploration of diversity is built into the KAPOW scheme, but is also explored through a range of picture books, which have been built into a spine across school.

#### **5. Assessment**

Unlike other foundation subjects, PSHE is not assessed with a half-termly grade. However, we have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, in line with the sequenced planning within the scheme.

#### **6. Early Years Foundation Stage**

Opportunities to support personal, social and emotional development are threaded through daily activities in the Reception unit, in line with the objectives set out in the revised EYFS framework. Our new Kapow scheme also provides resources for the direct teaching of PSHE.

#### **7. PSHE and ICT**

ICT also contributes to the teaching of PSHE. In computing lessons pupils learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and email. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

#### **8. PSHE, British Values and SMSC**

As a school, we believe PSHE contributes particularly to the development of British values and generally to the spiritual, moral, social and cultural development of our children. We aim to build opportunities for children to understand local, national and global issues, for example through the use of Picture News, in order to explore wider democracy, the rule of law, respect and tolerance.

Children are given the experience of democracy in action when voting for other children to be elected to a number of school councils.

### **9. Rationale Links Across the Curriculum**

PSHE is an important aspect of our Religious Education and collective worship. Love and respect are threaded through our collective worship planning, allowing children to focus on how we should treat one another. We also promote a growth mindset attitude across school in order to encourage children to be aspirational, resilient and able to cope with challenges and setbacks in a positive way.

### **10. Equal Opportunities/Multicultural Education**

All pupils have equal access to PSHE and all staff follow the equal opportunities policy. Planned activities are never gender or culturally biased. Part of our aim in PSHE is to develop understanding of the range of cultures in our society, and to support community cohesion. This is explored further with our school linking programme and Namibian links. Units within the RE curriculum exploring other faiths allow children to learn more about different faiths, and to develop respect and tolerance of other peoples' beliefs and opinions. Discussion and work on diversity is introduced through carefully selected picture and story books.

### **11. PSHE and Inclusion**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE targets.

For gifted and talented pupils, teachers may provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **12. Training**

Should staff require any training for their CPD in PSHE then the correct procedure of filling in a course application form should be followed and submitted to the Headteacher for approval.

### **13. Evaluation and Review**

We see our policy as a working document and review it annually.