

## Holy Trinity Pewley Down:

A Federation of  
Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

# PSHE Policy

DFE guidance 2013 states:

*PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.*

*However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.*

*Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.*

### **Opening Statement**

At Holy Trinity Pewley Down we seek to foster a caring family environment. Our PSHE policy is underpinned by the principal of 4 way respect that permeates every aspect of life at HTPD – adult to child, child to adult, child to child and adult to adult. The aim of our PSHE curriculum is for the children who leave Holy Trinity Pewley Down to be well balanced, thoughtful, considerate, confident and proactive members of their communities. PSHE at Holy Trinity is embedded within our assemblies, weekly thoughtful times and worship as well as our creative curriculum, and forms an integral part of the ethos of our school. It is the part of our curriculum where children truly “Learn To Live”.

### **AIMS**

Our aim is to create an ethos in the school which:

- provides a welcoming, stimulating, sensitive and safe environment where children are able to gain self esteem and become responsible and independent people
- builds trusting and respectful relationships, and thus builds supportive links with home, community, health professionals, church and school
- educates children about their role in the wider community, encouraging them to have ideas and opinions, for example on environmental issues, and to play an active role as citizens of their local communities and the wider world

### **OBJECTIVES**

The objectives of the PSHE Policy are to:

- encourage respectful relationships, adult to child, child to adult, child to child and adult to adult
- promote self-esteem by giving the children the opportunity to understand themselves and explore their feelings
- promote positive relationships by providing opportunities for the children to express themselves and their needs, as well as understanding the feelings and needs of others
- ensure links between home, community, health professionals, church and school by making our school open and accessible to the wider community

- encourage the children to become involved in the local and wider community
- identify, assess and manage risk (rather than simply avoid risk for self and others).
- promote children's safety and alert them to the dangers inside and outside school and to give children strategies to employ in different settings, including particular advice and teaching about online safety (see Online Safety and Relationships and Sex Education policies)
- discuss and actively address any discriminatory behaviour, talk or issues such as bullying, race, religious and gender discrimination
- actively promote happiness and appreciation for what we have
- foster attitudes of respect, fairness, tolerance, understanding and inclusion
- ensure that the physical environment is safe
- teach the children the importance of a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- provide insight into future careers, including enterprise, employability and economic understanding

### **When to Teach PSHE**

Like all other aspects of the curriculum, PSHE is embedded in our topic based curriculum. Some of it will be part of our Assembly and Thoughtful Time programme; this is adapted according to the children's needs and any topical themes and situations. Discussion about self esteem, care, kindness, respect for others, empathy, emotions and the way in which our behaviour impacts on others regularly takes place in assembly and our weekly Thoughtful Times. Teachers also respond to the needs of their class, responding to issues and events as they arise, and making time to discuss with individuals and the whole class as appropriate.

Some aspects of PSHE such as knowledge of life skills, developing healthy and supportive relationships, bullying, child protection, online safety and particularly dealing with the challenges of growing up in an online world, are addressed each year at an age appropriate level. Teachers may well use the circle time format in curriculum time to address PSHE issues within other aspects of the topic.

All other aspects of PSHE, including Relationship and Sex Education, are taught as part of our topic based curriculum using a range of teaching and learning tools and resources. It builds on the statutory content already outlined in the National Curriculum and any other statutory guidance.

### **SEN**

It is a part of our PSHE policy that all children feel included and able to access the PSHE discussion. Teachers differentiate activities in the classroom in the usual way.

We are aware that a very special set of circumstances may affect children's learning in PSHE. Circumstances at home or events in the child's past may affect their responses to session content, and children's ability to discuss sensitive and difficult issues is dependent on their emotional and social development. Teachers know the children in their own classes, and are best placed to adapt the tone and content of discussions to meet the needs of the children in their classes. We offer extra time and support to children who need it.

### **Review**

The Governing Body of HTPD first adopted this policy (written by Rebecca Plaistowe & Nick Walker) in 2010. It will be reviewed biennially by the Governing Body and will be revised as often as may be required.

**Date last reviewed: May 2017**

**Date for next review: May 2021**

**Signed:**

**Clare Brunet, Headteacher**