



## Personal, Social, Health, and Education Policy

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## Context

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all learners. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of learners at the school and of society, and
- Prepares learners at the school for the opportunities, responsibilities, and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does so within the wider context of Personal, Social and Health Education.

## PSHE

At The Stable School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We also take a whole-school approach to underpin learners' development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's safeguarding and equality duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our learners.

## Statutory Relationships and Health Education

*"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."* **DfE Guidance p.8**

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way."*

*"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."*

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."*

*"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others'*

wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." **Secretary of State Foreword DfE Guidance 2019 p.4-5**

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 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 of lessons." **DfE Guidance p.8**

"All schools must have in place a written policy for Relationships Education and RSE." **DfE Guidance p.11**

Here, at The Stable School we value PSHE as one way to support learner's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education) (statutory guidance) <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- [Respectful School Communities: Self Review and Signposting Tool](https://www.educateagainsthate.com) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://www.educateagainsthate.com)
- [Behaviour and Discipline in Schools](https://www.gov.uk) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Equality Act 2010 and schools](https://www.gov.uk) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [SEND code of practice: 0 to 25 years](https://www.gov.uk) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Alternative Provision](https://www.gov.uk) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Mental Health and Behaviour in Schools](https://www.gov.uk) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Social, emotional, and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional, and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Preventing and Tackling Bullying](https://www.gov.uk) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

### **Intent**

PSHE refers to personal, social, health & economic education. This policy covers our 'whole school' approach to delivering PSHE whilst meeting the often complex social, emotional, and mental health (SEMH) needs of our learners.

At The Stable School we are committed to the development of the whole child. PSHE is a critical component of this and is taught consistently, discreetly and with integrity and purpose. As trauma informed practitioners we recognise the impact trauma has on our children whether it be ACE or need related. In relation to this we adapt to meet the need of every child. Our curriculum has been designed by experts and is carefully mapped to reflect CBT and trauma informed approaches and adapted to meet our needs. All learners are given the opportunity to acquire the knowledge, understanding and skills they need to manage their lives both now and in the future.

### **Aims and Objectives**

At The Stable School, we have a strong ethos and core values. We believe that children should have the opportunity to develop resilience. We want our children to become independent and play an active part in shaping their own lives. Our school values (Believe, Respect and Reflect), play a vital role in supporting this.

The Stable School is a happy, nurturing school where individuality is celebrated. We aim to provide an environment in which children feel stimulated and are given the tools to become more independent and creative thinkers with lively and enquiring minds. We value working within an environment where all efforts are valued, and children can thrive.

Our school vision and ethos are supported by the delivery of our PSHE offer. At The Stable School we are committed to ensuring the emotional and social needs of all our children are met through the delivery of this curriculum. PSHE weaves through all we do at school. Skills developed are transferable and utilised in all curriculum areas. Research shows that learners with greater emotional, behavioural, social, and school well-being did on average attain at a higher level and were more engaged with their schooling (Gutman & Vorhaus, 2012).

PSHE skills play out in extra-curricular clubs and activities too, through experiences outside the classroom such as visits and trips and school teams.

As part of providing a broad a balanced curriculum through our agreed PSHE whole school approach, we can nurture and support the spiritual, moral, social, and cultural development of our children and promote fundamental British Values in young lives.

We support children to develop the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. We want all our learners to become responsible citizens who can understand and embrace cultural differences and diversity. We recognise that our school vision is crucial to this learning and should be at the heart of our whole school development.

### **Values**

- Our school values are embedded throughout the delivered curriculum and our school ethos.
- They are evident in our expectations and our daily interactions and practice.
- Our values are displayed around school and are modelled by staff.
- Staff identify learners who have demonstrated use of our core values.
- Acknowledgment is through weekly achievement assemblies where core values are celebrated.
- Creating a safe and supportive learning environment.

At The Stable School we strive to create an emotionally safe and supportive learning environment by:

- Teaching our children about emotions and enabling them to articulate and share their feelings through daily discussion.
- We do this through our PSHE curriculum but also through use of Motional. Motional is a community of like-minded professionals who share an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.
- We use a whole school approach with a focus on progressive vocabulary to develop emotional literacy within our setting. This allows our staff and children to accurately identify wellbeing.
- Mindfulness is also practised in emotional literacy so children can learn a variety of techniques that they can use in different situations.

### **Entitlement & Equality of Opportunity**

- We promote the needs and interests of all learners, irrespective of gender, culture, ability, or personal circumstance.
- Our teaching will consider the age, ability, readiness, and cultural backgrounds of our children.
- It will also consider the needs of learners with English as a second language. We will ensure that all can fully access our PSHE curriculum and related provision.
- We promote diversity and inclusion by considering all learners needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and expect our learners to consider the needs of others.
- We will use PSHE education to address diversity issues and to ensure equality. We recognise the right of all learners to have access to PSHE education that meets need and will ensure that our learners can access everything needed through our inclusive curriculum. We use a range of teaching strategies to ensure we can deliver accessible content for all.

### **Teaching & Learning**

#### **Principles and Methodology**

- This policy outlines our school practice and procedures relating to the delivery of our PSHE whole school curriculum across all key stages.

- Our curriculum covers three themes over a school year. We determine learners' prior knowledge through observation, discussion, and learner voice. Our PSHE programme will be delivered through a range of teaching methods that include practical and discussion-based activities.
- School will ensure delivery of engaging, and motivational lessons. By using the characteristics of effective learners, school will support learners to make connections between their learning and real-life experiences.

### **Planning, Teaching and Learning**

- To ensure a broad and balanced curriculum is in place, each term is dedicated to following a specific theme.
- Within that theme, specific skills are covered/taught. The Stable School uses the trauma informed Brook scheme of work to plan and deliver lessons.
- This approach is progressive and stage appropriate. Objectives overview are available on Gridmaker and teachers update each component once the objective has been met.
- Staff teaching and delivering our Brook PSHE programme will ensure learning opportunities are matched to the individual needs of our children. As already indicated, this includes those with **English as an additional language**.

The three themes are:

- Living in the wider world – career planning, financial literacy and exploring our rights and responsibilities
- Health and wellbeing – puberty, mental health, keeping active, dental care and healthy eating.
- Relationships – Understanding friendship, family and other relationships, kindness, conflict resolution and communication skills.

Through these themes, the aim is to:

- Develop self -esteem and confidence.
- Work cooperatively with others.
- Be respectful towards others.
- Be accepting of others.
- Have a sense of belonging and identity.
- Develop curiosity, enthusiasm, and independence in their learning.
- Be motivated and creative in their learning.
- Take risks and be resilient.
- Work hard to achieve personal success.
- Be responsible and emotionally intelligent.
- Understands what constitutes a healthy lifestyle.
- Be aware of safety issues (personal safety, e-safety).

### **Promoting Fundamental British Values**

- We ensure that fundamental British Values are strongly embedded and promoted through our school ethos and values.
- We seek regular opportunities for our learners to discuss recent news events to aid their understanding of life in modern Britain and link this to British Values.
- This also encompasses the development and awareness of our learners spiritual, moral, social, and cultural needs.

In this way we support children to:

- Understand Democracy by learning to participate and work collaboratively to make decisions through democratic processes (working as a team).
- Understand the Rule of the law, understanding that rules matter and are important to keep us safe.
- Develop and have Mutual respect for others even though we might not always agree with their thoughts and feelings.
- Show tolerance towards others and accept that other people have different beliefs from ours and they may believe in different religions.
- Live in harmony with others.