



PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

This policy will be reviewed annually or in response to changes in legislation		
Created	January 2000	Vice Principal
Last Review	November 2023	PSHE Leads, Head of Compliance
Approved	November 2023	Eduction Board

This Policy applies to all year groups at Thomas's Schools, including the EYFS.

Thomas's London Day Schools operates as a united group of schools with a similar ethos and values and as such is referred to as a singular body. However in some areas, it is appropriate for each school to adopt discrete procedures, acknowledging the individual identity of each school and its specific personnel and systems. These supplementary procedures can be found by clicking the name of the relevant school below the contents list of this Policy.

This policy should be read in conjunction with Thomas's Anti-bullying Policy, Behaviour Policy, Drugs Policy, Equity, Diversion & Inclusion Policy, Health & Safety Policy, Safeguarding and Child Protection Policy, RSE Policy, SEND Policy, SMSC Policy, Wellbeing Policy.

SCHOOL SUPPLEMENTS

[Thomas's Battersea PSHE Policy Supplement](#)

[Thomas's Clapham PSHE Policy Supplement](#)

[Thomas's Fulham PSHE Policy Supplement](#)

[Thomas's Kensington PSHE Policy Supplement](#)

[Thomas's Putney Vale PSHE Policy Supplement](#)

1. INTRODUCTION

Personal, social, health and economic education reflects Thomas's aims and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). These are Age, Disability, Gender reassignment, Marriage and civil partnership, pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation.

The National Curriculum framework (2014) states that "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice."

PSHE offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community.

Personal, Social, Health and Economic education (PSHE) comprises all aspects of the school's planned provision to promote our children's personal and social development, including health and wellbeing and Relationships and Sex Education. Refer to the Relationship and Sex Education Policy for further information.

2. AIMS

The aims of PSHE are to help the children:

- to develop the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens;
- to have an awareness of the British values of Democracy, The rule of law, Individual liberty, Mutual Respect and tolerance of those with different religions and beliefs, and what it means to live in this country today;
- to understand, respect and live by the School Values of: Kindness, Courtesy, Honesty, Respect, Perseverance, Independence, Confidence, Leadership, Humility and being Givers not Takers;
- to build a resilience to radicalisation and to be able to identify and challenge extremist views;
- to recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions;
- to encourage discussion and debate whilst ensuring that teachers' personal opinions do not lead to a biased viewpoint;
- develop strategies to support good mental health and a sense of wellbeing;
- reflect on their own experiences and understand how they are developing personally and socially;
- understand and respect our common humanity, diversity and differences
- form effective and fulfilling relationships;
- to be aware of acceptable and unacceptable actions in relationship to themselves and others;
- become independent and responsible members of the school and wider community
- become positive and active members of a democratic society;
- tackle many of the spiritual, moral, social and cultural issues that are all part of growing up;
- enjoy learning the subject.

3. ROLES AND RESPONSIBILITIES

3.1 The Head

- To be responsible for ensuring that PSHE is taught consistently across the school.

3.2 PSHE Leader

- To lead the PSHE curriculum and keep abreast of developments.
- To support members of staff in the delivery of the subject.

3.3 *Members of staff*

- To deliver PSHE in a sensitive way.
- To model positive attitudes to PSHE.
- To monitor progress.
- To respond to the needs of individual pupils and ensure that all pupils are able to participate fully in lessons regardless of ability or special educational needs and/or disability.
- To ensure that they remain impartial when discussing personal, political or religious beliefs so their attitudes do not influence their teaching.

3.4 *Pupils*

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

4. PROCEDURES

4.1 *Curriculum Provision*

The curriculum provision for PSHE adopts a whole school approach and is based around guidance and key themes provided by the PSHE Association and Jigsaw including:

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Opportunities to cover the Programme of Study include:

- discrete curriculum time of a regular PSHE lesson;
- Relationship and Sex Education (refer to the Relationship and Sex Education Policy for further details)
- drugs education programmes;
- teaching PSHE through and in other subjects/curriculum areas;
- PSHE activities and school events;
- Pupil Code of Conduct;
- School Council;
- Anti-Bullying Council/prefects;
- SMSC programme;
- sustainability teams to promote green issues;
- assemblies and church services;
- charity work;
- trips and outings;
- links with the local community, external agencies and a range of visitors.

A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life. The provision for PSHE will therefore play a central part in the cycle of whole school curriculum planning and development.

In addition to these activities each individual school may adopt some particular elements to support PSHE. See School Supplements on Page 1.

4.2 Early Years Provision

PSHE is taught in the Early Years as an integral part of the topic work covered during the year. The aspects are related to the objectives set out in the Early Learning Goals (ELGs) and the teaching of PSHE supports the aim of developing a child's personal, emotional and social development as set out in the ELGs. Citizenship education is also supported in the Reception classes the children are encouraged to develop their 'knowledge and understanding of the world'.

4.3 Assessment

In PSHE there are two broad areas for assessment:

- Pupils' knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Clearly defined learning outcomes assist the assessment process.

5. MONITORING

The PSHE curriculum is monitored annually and the PSHE Leads across Thomas's meet regularly to review and discuss developments.

6. LEGISLATION AND GUIDANCE

This Policy bears due regard to the following statutory guidance and other advice.

DfE guidance 'Personal, social, health and economic (PSHE) education (2021)

DfE statutory guidance 'Keeping children safe in education' (September 2023)

DfE advice 'Health and mental wellbeing (Primary and secondary)' updated July 2020

DfE DfE advice 'Mental Health & Behaviour in Schools' (2018)

DfE 'Statutory Framework for the Early Years' (September 2023)

DfE guidance 'Political impartiality in schools' (February 2022)

Public Health England guidance: Promoting children and young people's emotional health and wellbeing: A whole school and college approach (updated 2021)

DfE statutory guidance 'Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)

DfE Non-statutory National Curriculum guidance (2014)

PSHE Association Guidance

DfE Statutory guidance 'National curriculum in England: citizenship programmes of study for key stages 3 and 4' (2013)