



Personal, Social, Health Education Policy

Approved by Full Governors	Summer 2022
Next review date	Summer 2025

Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#) "I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life." We are committed to ensuring children encounter and achieve the highest possible standards through partnership with our entire school community. We provide a happy, stimulating environment rooted in Christian values. Our aim is to equip individuals with the Christian Values (courage, love, friendship, hope, forgiveness, and respect) and life skills needed to "Live in peace with each other" (Romans 12:16-18), to take their place in the wider world and to make a contribution to it. Mark 9:37 "Whoever welcomes one of these little children in my name welcomes me."

- Christian values and compassion are cherished and are the heartbeat of our actions.
- Every aspect of school life is centred around how to make a positive impact on every child.
- Children are nurtured to help them feel safe and happy.
- Everyone in our school is valued and respected
- We intend for every child to be able to grow, reach their full potential and develop a lifelong love of learning
- Everyone's efforts and achievements are celebrated
- We help each other to make healthy lifestyle choices.
- Everyone is encouraged to make a positive contribution to their future in a diverse world.

Our Christian Values

COURAGE LOVE FRIENDSHIP HOPE FORGIVENESS RESPECT



Personal, Social, Health Education (PSHE) Policy

Aim: At Lostock Gralam C of E Primary we believe that PSHE should enable children to stay safe and become happier, healthier, more independent and more responsible members of society who are prepared for life's challenges and opportunities. We plan and deliver a PSHE curriculum that enables children to develop the knowledge, skills and attributes they need to manage their lives now and in the future.

We ensure that throughout their time at Lostock, children have the opportunity to learn about and experience:

- Mental health and wellbeing
- Emotional regulation
- Financial planning education
- Careers education
- Citizenship and British Values teaching.
- The importance of strong and successful relationships and how these can impact on our health and wellbeing.

As a Church school, we teach children to know and understand that we are all part of God's family and we introduce children to different family structures. We are a 'No Outsiders' school and we teach children to have the ability to recognise, understand and celebrate differences without prejudice or harmful stereotyping. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy. We teach children both about their rights and about their responsibilities and are proud to be a 'rights respecting school'. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. Through our PSHE curriculum the children learn how to look after their own wellbeing, learning how to act and reflect in order to ensure they are making positive, happy choices, understand and respect our common humanity, diversity and differences so that they can go on to form the happy, effective, fulfilling relationships that are an essential part of life and living. Our PSHE curriculum is supported by two high-quality schemes of learning; 'Jigsaw' and 'The Zones of Regulation'

We use a range of teaching and learning styles, including the use of technology, to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in drama, discussions, meditation, investigations and problem-solving activities. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of school events and 'memory makers', or involvement in helping other individuals or groups less fortunate than themselves.

We have a whole-school behaviour policy and ethos that teaches children to be Ready, Respectful and Safe in everything they do and every interaction they encounter throughout their day. 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 role in creating a positive and supportive local community.

School Council are pro-active in developing policies and risk assessments and identifying areas within our school to raise funds to improve.

Objectives:

- to promote the spiritual, moral, cultural, mental and physical development of our children and of society.
- to enable pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.
- to prepare pupils for the opportunities, responsibilities and experiences they already face and for those they will be presented with in their adult life.
- to provide information about keeping healthy and safe, emotionally and physically.
- to encourage pupils to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- to give pupils an understanding of the rights and responsibilities that are part of being a good citizen
- to ensure children recognise their own worth
- to teach pupils to work well with others and become increasingly responsible for their own learning, demonstrating the characteristics of effective learning
- to give pupils the opportunity to reflect on their experiences and understand how they are developing personally and socially
- to tackle spiritual, moral, social and cultural issues that are part of growing up.
- to introduce pupils to some of the principles of prudent financial planning and understanding.
- to teach pupils to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

Health Education will be integrated into the long-term Planning for PSHE, however there will be many specific and discrete aspects of our health education provision which will be taught in other curriculum areas, specially themed weeks and days, activities and clubs, therefore evidence of our approach will be seen throughout the school. Our pupils will experience health education in the following areas:

PE; Computing; Science; Collective Worship; Intra class and school competition; Sport teams, football, netball, hockey, gymnastics; Sex and Relationship Education; After school clubs; Golden Mile; Providing fruit and milk; Healthy Schools days; Let's Walk; Bikeability; Play leaders; Outdoor Play; Forest Schools; Peer Massage; Swimming; Residential trips in Y6

PSHE is delivered regularly in classrooms; it is also delivered within a whole school approach, which includes:

- Specialised assemblies eg NSPCC workshops
- PSHE activities and school events
- Pastoral care and guidance



- Visiting speakers
- Enterprise projects
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Curriculum Provision:

The Zones of Regulation

The Zones of Regulation is a proactive, skills-based approach to emotional regulation. It teaches children to have awareness of their emotions, to categorise their feelings and emotions into four zones (yellow, red, green and blue), and to have the tools and strategies to manage their emotions. 'Zones' uses simple, common language that all children can access. The curriculum follows a systematic framework with a developmental sequence of lessons. In our school, Key Stage One are introduced to the Zones of Regulation through the story of 'The Colour Monster', before beginning Zones of Regulation lessons in Key Stage Two.

Jigsaw

Jigsaw offers a mindful approach to PSHE. It brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Each class delivers Jigsaw through one lesson a week with the teaching resources included. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

No Outsiders

Lostock Gralam is proud to be a 'No Outsiders' school, we believe in and adopt the No Outsiders ethos that is, everyone different, everyone welcome, no one is an outsider. We value all of God's children and we accept diversity, we welcome people's differences and we accept every person in our school for who they are as an individual. Genesis (1:27) states that "All are made in the image of God and are loved by God." As No Outsiders we believe that being human, and a child of God can mean a variety of different individualities such as race, disability, or LGBT+

Every class in our school reads a picture story book together that drives a learning theme around No Outsiders, the children then discuss the main ideas within the book and talk about differences in a positive, safe space.

Sex, Relationships and Health Education within our PSHE curriculum

At Lostock, the SRE curriculum we deliver is guided by our faith in God and our connection to the Church and the Diocese. The Church of England have developed a RSE programme for schools entitled 'Goodness and Mercy' and as subject leaders and SLT at Lostock we have consulted with the parents and governors of our school and decided to adopt this in our school, but with adaptations relevant to our school core values, our mission statement and the needs of our children and families.

The core principles of our policy and SRE curriculum

Guided by our statutory requirements as outlined in the DfE document 'Relationships Education, Relationship and Sex Education (RSE) and Health Education (RSHE)', our policy and SRE curriculum aims to teach our children about relationships:

- Families and people who care for us
- Caring friendships
- Respectful relationships



- On line relationships
- Being safe

And about physical health and mental wellbeing:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

We teach about relationships in the context of the school's aims and values. It is important to build positive relationships with others, involving trust and respect. Children are taught to have respect for their own bodies. We promote health education through our curriculum and encourage children to make the right choices. The focus of children's health education is on learning the characteristics of good physical health and mental wellbeing and the steps children can take to protect their own and others' health and wellbeing. Daily exercise and fitness is a significant feature of our daily practise with children as part of this. We consult with parents on all matters of our health education policy and look positively at any local initiatives that support us in providing the best relationships education programme for our children within a Church of England setting.

Please refer to our Sex and Relationships Policy for further information.

Financial Education

Children from Reception to Year 6 take part in financial education lessons in order to learn about the value and importance of money. Children are taught, through stories, shared activities and role play, about choices people can make about spending and about the importance of saving as well as spending. Children have opportunities and experiences to explore where money comes from, how to budget, different ways to pay and how we can use money to help others.

Careers Education

From reception class onwards, children learn about different careers, the ways in which different people help us and what qualities are needed to maintain different jobs. They have the opportunity to share and recognise their own strengths and set goals and aspirations for themselves when thinking about their own future careers. Our older KS2 children begin to look at what different paths they may need to take to achieve their goals, and they learn about the importance of equal opportunities within careers.

British Values

The teaching of British values and culture capital is not isolated to PSHE lessons, although our PSHE curriculum ensures that all children have the opportunity to learn about democracy, the rule of law, respect and tolerance, and individual liberty.

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g.



charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and monitoring of children's engagement in class discussions is carefully carried out and shared with parents as part of parents' evening discussions. Recording of work will be in a form appropriate to the planned focus. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. Examples of lessons, pupil voice and outcomes are shared via Twitter with the #LGCEPSHE. PSHE work and resources are also shared and celebrated around the school environment.

Other Policy links

- Sex and Relationships Policy
- Mental Health Policy
- Equality, Diversity and Accessibility Policy
- Behaviour Policy
- Anti-Bullying Policy

Monitoring

The monitoring of the teaching and learning of PSHE is carried out through the process of school self-evaluation. This will include scrutiny of class work, pupil voice, recording of whole-class work on Class Dojo, and children's individual work documented in mindfulness journals.

This policy will be reviewed within our cycle every 3 years or earlier if necessary.

Confirmation of the Religious Education Policy in respect of Lostock Gralam School has been discussed by the Governing Body

Signed by:

