



## **PSHCE Policy**

**Dates of previous revisions: September 2024**  
**Latest revision: September 2025**

**Approved by Governors: September 2025**  
**To be reviewed: September 2026**

<b>Review Date</b>	<b>Changes made</b>	<b>Ratification Date by Governing Body</b>
<b>May 2022</b>	<b>Removed reference to Covid. Name changes and introduction of counsellors</b>	<b>May 2022</b>
<b>Sept 2022</b>	<b>Names changed.</b>	
<b>Sept 2023</b>	<b>Mini Medics added</b>	
<b>Sept 2024</b>	<b>Staff changed for Peer mentors</b>	
<b>Nov 2025</b>	<b>CATs therapy removed and replaced with Healthy Heads</b>	

## **PSHCE POLICY.**

### **RICKLETON PRIMARY SCHOOL**

**Our Vision:** Our vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

### **Aims & objectives of PSHCE**

At Rickleton Primary PSHCE is taught throughout the school from EYFS to KS2. We aim to give our pupils the knowledge, skills and attributes they need to keep them safe, healthy and happy as they grow up and to help them make the right choices, develop confidence and self-esteem; ultimately preparing them for their future life and work in modern Britain. Treating others with consideration and mutual respect, being thoughtful in actions and planning for the future as responsible citizens are our intended outcomes.

Our pupils are given the opportunity to explore issues in a caring and non-judgmental environment with staff and pupils they know well.

Personal, social and health education and citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In this way we help develop their sense of self-worth, positive mind set and personal well-being. Every person is valued regardless of age, colour, gender, ethnicity, heritage, religion, identity or disability. We teach children what it means to be a positive member of a diverse multi cultural society, how society is organised and governed, ensuring that they experience the process of democracy in school through the school council.

The aims of personal, social, health and citizenship education are to enable the children to:

- To respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.
- To develop a clear set of values and attitudes, including honesty and kindness, establishing a strong moral code and keeping to it.
- To value themselves as unique human beings, capable of spiritual, moral, intellectual, both physical and mental growth and development.

- To develop their varied abilities and talents fully setting achievable goals, learning to work and try hard, and understanding both success and failure.
- To learn to live and enjoy a healthy lifestyle including a healthy mind and body.
- To develop an active role as a member of a family and of the community.
- To understand the principles of our society and democracy.
- To value their role as a contributing member of a democratic society.
- To respect the letter of the law and encourage others to do so.

Personal, social and health education (PSHCE) and citizenship are central to our school's ethos, supporting children in their development and underpinning learning in the classroom, in school, and in the wider community.

### **Teaching and learning and inclusion**

**Our PSHCE curriculum is split into six main themes;**

- Me and my relationships
- Keeping myself safe
- My healthy lifestyle
- Me and my future
- Becoming an active citizen
- Moving on

**\*Keeping safe, growth mind-set and mental wellbeing, as well as pupil voice are weaved throughout each theme\***

Throughout the six themes we focus on E-safety, Relationships and Sex education (see separate policy) – including LGBTQ+ inclusion and HBT bullying, Drugs, alcohol and tobacco and wider risk-taking behaviours, Healthy lifestyles – both physical and emotional wellbeing, Careers education and personal finance, Citizenship and Emotional health and wellbeing – including anti-bullying learning outcomes.

Throughout the year, we often tailor pupil learning events such as specific focus weeks or whole school assemblies to support their PSHCE education.

Our children are taught the knowledge, skills and understanding that they need to develop in order to contribute and participate in inclusive learning environments. Our children learn about and deal with bullying and racism. They learn to recognise and challenge stereotypes. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion.

PSHCE is taught in a discrete lesson which is timetabled throughout the school. This lesson provides opportunities for class discussion through circle time activities which are a teaching strategy for behaviour management and enables the children and the teacher to communicate with each other about issues which promote self-esteem and positive behaviour. Role-play, group work and paired activities are also used. Planning at all levels ensure the interests of different groups such as; different race, gender or identity are taken into account. Although PSHCE is taught through a discrete lesson it is also touched on in all aspects of school life enhancing the ethos of the school. Where necessary the scheme is changed to tackle issues that arise and are relevant to the children in developing their PSHCE skills.

### **Peer Mentors**

To support with the PSHCE learning we have a group of Peer Mentors who have been trained by a member of the Peer Mentoring and befriending society. They work on the yards at lunchtime to listen to children and help them address issues they may have. The children have been trained to help the child by giving them strategies to solve their issues in confidence. These children are supported by key staff

### **Mini Medics**

We have introduced a group of Year 5/6 Mini medics. These children have been trained and can work with peers to develop and support their own mental health using a toolkit of strategies.

### **Digital Leaders.**

To further the computing skills of our pupils at Rickleton Primary School, we now have a fantastic and enthusiastic team of Digital Leaders. This group of children act as digital role models for their peers, championing digital

citizenship and creativity within our school and helping to educate their peers, parents and teachers about the use of technology.

### **Adaptive Practise (Differentiation) & Additional Educational Needs**

Our children are at different levels of maturity throughout their school career with varied life experiences and a range of attitudes and feelings. We plan our lessons to allow their perceptions to be articulated with all contributions being valued and respected. Different resources and activities are provided in lessons depending on the needs of the children, including able children, those identified as being Gifted and Talented and those children who need additional support with learning difficulties.

Our teaching styles are broad and balanced and provide for children's different learning styles. Where children's Individual Support Plans (ISPs) relate to their personal development we ensure that opportunities are planned to support children in achieving these.

### **Equal Opportunities**

We use teaching materials which reflect the cultural, ethnical, personal identity and diversity of society. We avoid stereotyping in terms of ethnicity, race, gender, identity and ability ensuring that no child is disadvantaged.

Children with English as an additional language have equal access to develop their learning and knowledge with support from staff. Children's religious beliefs, cultural differences and personal identities are always respected.

### **Resources**

Resources for PSHCE are kept in each classroom with electronic resources stored on the school intranet.

### **Provision for Staff Development**

In service training is provided within school by A.Baker / K.O'Connor. We also use a behaviour support team to support when needed. A.Baker trains the peer mentors each year and top up training is given by K.O'Connor and A. Baker.

We have healthy heads who work within the school to support children during difficult phases to help regulate their emotions.

The school has purchased an SLA with the local authority and will get access to a pastoral support worker each week.

The head teacher, deputy and co-ordinator are involved in safeguarding training and updates. All training is then disseminated within school through in-service training, whole staff and department meetings.

### **Leadership and Management**

The Head teacher discusses staff development needs and, where appropriate, these are built into the school's staff development programme. The needs of individual members of staff are identified as a result of the school's performance management programme.

A link governor is allocated to take specific interest in PSHCE and will discuss developments with the Head Teacher and PSHCE leader.

The PSHCE leader is responsible for the overview of PSHCE across the school.

### **Monitoring and Review**

The PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching and planning of PSHCE by giving them information about current developments in the subject.

Governors and staff will be given a copy of this policy and a named governor will be linked to this area. Copies are available to parents in the school office.

As much of the PSHCE work is discussion-based displays and pupil interviews are used as evidence.

**Drugs, Alcohol and Tobacco (See separate Policy)**  
**Relationships and Sex Education (See separate Policy)**

## **Using Visitors and Outside Agencies**

At Rickleton we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse, road safety team- walkwise, healthy programme, rainbow flag

Teachers using visitors always make sure that;

- Pupils are involved through discussion about who would be an appropriate visitor to support the work.
- The visitor is briefed as to the nature and involvement of their visit.
- There is sufficient time to prepare questions that pupils may like to ask.
- There is follow up from the visit with the pupils.
- The visitor is thoroughly briefed in advance of their visit and understands their involvement.
- The visitor knows how many pupils are involved, their age and ability, the equipment available.
- The visitor is never left alone in the classroom.
- The visitor's contribution complements the teacher's contribution.

## **Monitoring and Reviewing Procedures.**

The policy will be reviewed at the end of each academic year and any amendments made.

## **Development of Policy**

Mrs K A O'Connor PSHCE Lead (PSHCE, Anti Bullying, RSE & Mental Health)