



PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

**TITLE: PERSONAL, SOCIAL, HEALTH and
ECONOMIC EDUCATION**

**DATE: February 2026
REVIEW: February 2027**

**APPROVED/MONITORED BY: Designated governor for Curriculum & Teaching
AGREED BY: Whole school staff and governors**

At Prior Heath, we believe that Personal, Social, Health & Economic Education (PSHE) helps to give pupils a better understanding of themselves and the world so that they are more able to become informed, active, responsible citizens. All children are entitled to equal opportunity of access to the National Curriculum including PSHE and regardless of sex, race or ability as defined in the schools Single Equality Policy.

Aims

At Prior Heath, we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community. We value the importance of PSHE and Citizenship education in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding (see the Child Protection and Safeguarding Policy).

Objectives

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Develop school values of respect, kindness, perseverance, teamwork, responsibility and friendship.
- Form healthy relationships.
- Become healthy and fulfilled individuals.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local and global community.
- Be aware of British Values (Appendix A) and their relevance.
- Explore issues related to living in a democratic society.
- Understand some basic principles of finance.
- Make a positive contribution to the life of the school.

Principles

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn 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 life and learning. They develop awareness of the protected characteristics (Appendix B) and the need for mutual respect in everyday life.

Procedures

At Prior Heath, our PSHE plans are based on our termly topics and cross curricular elements as indicated on the next page. In Reception, Personal, Social and Emotional Development (PSED) is one of the prime areas of learning and planning is based on “Development Matters” and “Birth to 5”.

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils’ age, development, understanding and needs.

At Prior Heath Infant School, we will:

- Stimulate a natural curiosity to ask and answer questions about themselves and the world.
- Focus on discussion through circle time or the playing of games.
- Explore using a variety of sources including photographs, video clips, artefacts, assemblies and visitors to the school.
- Ensure there is a separate planned curriculum time on a particular theme.
- Use positive behaviour management strategies.
- Work in partnership with parents.
- Come together as a school to celebrate academic and personal achievements.
- Plan events which encourage the school to work together for example, Christmas plays, charity events, themed weeks, summer and Christmas fairs.
- Plan class visits and trips which widen children’s experiences beyond the immediate local environment.
- Encourage links with the local community and the wider global community.
- Encourage children to recognise and respect differences between people.
- Elect school council members in a democratic manner, which actively develops the direction of the school and involve the school council in planning school events.
- Ensure all pupils are aware of British Values and that these permeate the curriculum to embed awareness alongside Spiritual, Moral, Cultural and Spiritual development (Appendix A).

To achieve our aims, we will use a variety of approaches:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place.
- Collaborative work.
- Opportunities for reflection.
- Challenge within a safe environment.
- Respect for each genuinely made contribution.
- Negotiation and decision making.
- Accommodating new information and skills.
- Building on current experience and use first-hand learning to achieve positive ends.

To achieve our aims PSHE will be taught through other curriculum subjects:

- Computing – to support and extend learning opportunities. Children can communicate with others using other technologies and convey information.
- English – skills in enquiry and communication, speaking & listening, stories that illustrate aspects of personal and social development.
- Mathematics – aspects of financial capability, counting and sharing.
- Science – Drugs (including medicines), sex, health, safety and the environment.
- DT – Health & safety, healthy eating, realisation that people have needs as designs are generated, use of technology.
- History – Use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experience of people from the past.
- Geography – Topical issues concerning the environment, sustainable development, land use, study of the local area and places around the world including less economically developed countries.
- Art and Design – Reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music – Making the most of abilities in playing and singing, issues of cultural diversity, their value and expression.
- PE – Health & Safety, development of personal and social skills through team and individual activities, games and sports.
- RE – Religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

We seek to promote a healthy lifestyle and self-confidence for our community by:

- Providing a range of lunch time and after school clubs e.g. football, computing and multisports, which help foster a healthy lifestyle and encourage children to explore individual talents.
- Promoting walking to school.
- Promoting healthy eating snacks and drinking water.
- Attending to the needs of children with SEND/EAL.

Equal opportunities

All pupils are entitled to access the PSHE curriculum regardless of their ability, gender or social and ethnic backgrounds.

Assessment recording and reporting procedures

The assessment of pupils' work focuses on their skills, knowledge and understanding and how it is applied throughout their school day – across the curriculum, in the playground, at lunchtime, on outside visits, in the way they treat each other and adults around them and in the whole ethos of the school. Assessment and recording are completed according to the school's Assessment Policy.

RESPONSIBILITIES

The PSHE subject leader will carry out Monitoring, Evaluation and Review through:

- Observation.
- Sampling children's work.
- Modelling lessons.
- Teacher's planning.
- Display.
- Discussion.
- Identifying areas of success and those for further development.
- Monitor provision of PSHE.
- Ensure the school is up to date with PSHE subject development.
- Ensure that resources are checked, maintained and updated.
- Provide training to staff where appropriate.

All Members of staff will:

- Deliver the required PSHE and RHE provision for their class.
- Ensure children with SEND are supported as appropriate.
- Liaise with the subject leader to arrange visitors/resources where appropriate.

Governors will:

- Monitor the implementation of this policy through the governor responsible for Curriculum and Teaching.

Links to other School Documents:

Assessment Policy
Child Protection and Safeguarding Policy
Drugs Policy
EYFS Policy
Health and Safety Policy
References
SEND and Inclusion Policy
Relationships & Health Education Policy
Single Equality Scheme
SMSC and British Values audit

SMSC Curriculum Audit overviews
Teaching and Learning Policy
The National Curriculum

Useful websites:

www.citfou.org.uk

www.surreyhealthyschools.co.uk

www.barnabasinschools.org.uk

www.bbc.co.uk

www.pshe-association.org.uk

Appendix A

PRIOR HEATH INFANT SCHOOL BRITISH VALUES STATEMENT

At Prior Heath Infant School, we uphold and teach pupils about British Values which are defined as:

- **democracy**
- **rule of law**
- **individual liberty**
- **mutual respect**
- **tolerance of those of different faiths and beliefs**

These values are taught explicitly through Personal, Social, Health Citizenship and Emotional (PSHE), and Religious Education (RE). We promote British Values through our Spiritual, Moral, Social and Cultural Education which permeates through the school's broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Throughout our ethos and curriculum, we promote, teach and reinforce these fundamental British values, appropriate to the stages of development of the children.

At Prior Heath, these values are reinforced regularly and in the following ways:

Democracy:

Democracy underpins the values of the school. All children are treated fairly and have an equal right to express their views and be listened to. Children are given the opportunity to have their voices heard through the School Council and ECO Council, members of which are elected democratically by all the children which introduces them to the principal of democratic elections.

Each year governors undertake pupil questionnaires, the results of which are shared with all. Children's ideas and suggestions are acted upon and will feed into the School Improvement Plan. Parents and carers are also consulted through questionnaires on a range of topics.

Our PSHE curriculum encourages children to express their views. Children are encouraged to share ideas and make suggestions to enhance the topic / role play areas and they often vote on Golden time activities.

The Rule of Law:

The importance of laws are consistently reinforced during lessons, break-times, lunch-times and assemblies including class rules, school rules and rules that govern the country. Children are taught the reasons behind rules, the importance of observing rules and the consequences when rules are not adhered to. The school's clear Behaviour Policy is regularly reviewed. We promote our own school values daily.

Individual Liberty:

Children are actively encouraged to make choices within our safe and supportive environment. They are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, eg. through our PSHE lessons, circle times and On-Line Safety lessons. Children are encouraged and given the freedom to make choices, eg. to take on leadership responsibilities such as, School Council and ECO Council, Lunchtime Leaders. Children choose whether to participate in an extensive range of out of hours learning opportunities. Within some lessons, children choose how they wish to record their findings or their work, and they choose how to work co-operatively to solve tasks. Children are given choices over which roles they would like to assume in class assemblies and over the context of role play areas in classrooms. Children help make choices about charities the school should support when raising funds.

Mutual Respect:

At all times the school promotes the right of all children to learn and thrive in an atmosphere of mutual respect. The school promotes respect for others and this is reinforced through class rules, school rules and our Behaviour Policy. Displays around the school promote our school values. Children have discussions both in class and assemblies relating to what this means and how it is shown. Children take part in discussions during Circle Time and PSHE lessons. Assemblies promote personal qualities and values for life and are central to how we expect everyone to conduct themselves at our school. Sports days, lunchtime provision with play leaders and lunch time supervisors also reinforce the importance of mutual respect, equality and fairness. Participation in charity work, eg, competitions, collecting for local hospitals, reinforces to all the need for mutual respect. Attitudes to learning and to life in general, are regularly communicated to pupils as a means of successfully achieving learning intentions in lessons.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We celebrate the origin and cultures of all our children and are keen to learn from them. Whole school assemblies and class assemblies celebrate cultural diversity. Festivals are celebrated as part of the curriculum and are also explored through stories, role play and using resources within school. Likewise, we use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries.

All staff are committed to developing with the children the language needed to express their views, emotions and feelings so that children can negotiate with their peers and resolve any disagreements in a peaceful manner.

Appendix B

Single Equality Policy summary statement

Our policy sets out Prior Heath Infant School's approach to promoting equality, as defined within the Equality Act (2010) and the Single Equality Duty to produce a Single Equality Scheme. The purpose of our Single Equality Policy is to fulfil the duties to promote equality and embed fairness and equality at the heart of our school community. The act covers protected characteristics, which cannot be used as a reason to treat people unfairly. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity