



PSHCE POLICY

SEPTEMBER 2025

Date of adoption of this policy	1st September 2025
Date of last review of this policy	1st September 2025
Date for next review of this policy	1st September 2026
Policy owner (SLT)	Headteacher
Authorised by	Headteacher and Proprietor

The importance of Personal Social and Health and Citizenship Education

Personal, Social and Health and Citizenship Education (PSHCE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. 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 recognize 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. Pupils also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. 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.

Aims

- The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.
- The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other, the personal development of pupils, spiritually, morally, socially and culturally, play a significant part in their ability to learn and achieve. Development in both areas is essential to raising standards of all pupils.



The Framework for PSHCE

1. Developing confidence and responsibility and making the most of pupils' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.
5. Social and moral responsibility.
6. Political literacy
7. Provide a curriculum that is balanced and broadly based
8. Promote opportunities for all pupils to enjoy learning and to achieve high standards and develop self-confidence and self-esteem
9. Encourage pupils to persevere with difficult tasks
10. Enable pupils to develop positive relationships with other members of the school and wider community
11. Engage pupils in charity work
12. Enable pupils to express preferences, communicate needs and make informed choices
13. Prepare pupils for adult life in which they have the greatest possible degree of autonomy
14. Increase pupils' awareness and understanding of their environment and of the world
15. Inform about rights, responsibilities, duties and freedoms and about laws, justice and democracy
16. Encourage pupils to explore, to question and to challenge, to gain knowledge and understanding to play an effective role in public life
17. To enable pupils to learn about British culture and key historic moments in addition to the French core curriculum
18. To encourage pupils to participate in school life through formal meetings including assemblies and class meetings

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include: Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC, Fire Brigade, stories e.g. exploring behaviour of characters, creative activities, school trips and pupil initiated activities.

At LPEBL we teach the children a range of strategies to help them to think critically and improve their learning. This includes using their thinking hats, growth mindset strategies and also teaching the LPEBL Golden Rules, which will be reinforced by all staff during other lessons and when travelling around the school buildings.

There are weekly timetabled PSHE lessons and specific events and activities, as well as through other subjects. There are also opportunities during carpet time, class or whole school assemblies to raise awareness of PSHE issues and encourage discussion and reflective attitudes. The whole school ethos promotes our work in PSHE. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.



Cross Curricular links

PSHCE and Citizenship cannot always be confined to specific timetabled time. At LPEBL PSHCE and Citizenship is mainly delivered within a whole school approach which includes:

- **French/ English Literacy:** emotional literacy; discussion and debate; enquiry and communication; stories that illustrate aspects of personal and social development; how the media present information (eg Le Loup Vert in CP, The Boy at the Back of the Class);
- **Maths:** aspects of financial capability; counting and sharing; data handling;
- **Science:** health; safety and the environment; ethical issues;
- **E-safety for older classes:** communicating with others via e-mail; finding information on the internet and checking its relevance, safe and appropriate communication and use of social media and the internet;
- **History:** use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;
- **Geography:** topical issues concerning environment, sustainable development, land use; study of children's own locality and places in different parts of 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 or singing and choosing songs from foreign countries (eg. Banaha, Wiegenlied);
- **PE:** teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports; gender issues;
- **RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships and raise awareness of diverse cultures and beliefs; we celebrate the main religious festivals via assemblies, external speakers or in class projects (Diwali, Christmas, Chinese New Year, Ramadan, Passover, Easter)
- **Health:** Healthy Eating Week (class projects and composing menus that are cooked at school, "ateliers cuisine" every last Friday of half term, "gouters philosophiques",
- **Whole school events** such as Anti-Bullying Week, Science Week, Poetry Day, Healthy Eating Month, Charity Fundraising events (eg. Readathon, Hunger race, Harvest collection), class prefect elections and National Country Day also provide opportunities for cross curricular links with PSHE.
- **Pastoral care and guidance**

Assessment, Monitoring and Evaluation

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement. Children will be rewarded in line with school policy e.g. stickers, certificates. Teachers will be able to discuss progress made by their pupils. General comments about PSHE will be included in the teacher comment within the annual reports to parents, but not reported on separately.



Equal Opportunities

Provision for PSHE is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored regularly to ensure that sensitivity is upheld.

Parental and Community Involvement

Parents are invited to contribute to school events, including religious assemblies and careers week, and are regularly informed of assemblies, events and developments in the newsletter. Working with parents is a vital part of the whole school approach to PSHE. There are also links forged with charities and community organisations, including strong links developed with elderly people with whom we share the back garden. We are supporting our local food bank and invite local police officers and a local dentist every year at school. Children visit our elderly neighbours to recite poetry or sing songs and raise funds to buy them presents and make cards over the holiday period. We believe that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

Next review: September 2026