Holmer Green First School and Pre-School

Personal, Social, Health and Economic Policy

This policy outlines the aims, principles and strategies for the learning and teaching of Personal, Social, Health and Economic education (PSHE) at Holmer Green First School and Pre-School. The implementation of this policy is the responsibility of all teaching staff. This policy has been written to ensure we are meeting the requirements of the National Curriculum and from 2020 the framework for Personal, Social, Health and Economic Education (PSHE) and EYFS Personal, Social and Emotional development.

In PSHE, we learn the importance of a healthy lifestyle and positive relationships as well as how to make informed choices and be enterprising and ambitious. PSHE education offers our children significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help them understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children at Holmer Green First School and Pre-School with a safe learning environment to practise and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. As a whole school project, we are engaging in a partnership with 52 lives School of Kindness in order to spread and embed the importance and impact of kindness both within the school and in the community.

Introduction

At Holmer Green First School and Pre-School, PSHE education is a vital part of our broad and balanced curriculum and is essential in preparing our children for life both now and in the future. Through our PSHE provision, we aim to nurture happy, confident, resilient children with a strong sense of self-worth, kindness, and respect for others, preparing them for their next stage of education and their wider lives in modern Britain.

We believe PSHE education helps develop the whole child through carefully planned and resourced lessons and activities, creating a school culture that prioritises emotional literacy, positive character development, health and wellbeing, and citizenship.

We use the Twinkl Life PSHE and Citizenship Scheme of Work to ensure full coverage of statutory requirements (2020 Relationships and Health Education), while supporting the spiritual, moral, social and cultural (SMSC) development of all pupils.

Our PSHE curriculum provides children with essential knowledge, skills and understanding so they can:
- Build and maintain successful relationships.
- Stay safe and healthy.
- Develop resilience and emotional literacy.
- Understand and manage their feelings.
- Become active, responsible citizens in their community.
- Manage moral, social and cultural challenges as part of growing up.

PSHE is taught within a safe, inclusive learning environment where children feel valued and listened to. Through whole-school projects, such as our partnership with 52 Lives, School of Kindness, we actively promote values of kindness, compassion and respect within the school and wider community.

Our Vision, Aims and Ethos

Vision:

To nurture confident, resilient children with a strong sense of self-worth, kindness, and respect for others, able to positively contribute to society.

Aims:

- To equip children with life skills that help them stay healthy and safe.
- To help children develop a positive sense of self and of others.
- To promote positive behaviour, character and resilience.

- To support the transition between EYFS and Key Stage 1 and beyond.
- To foster emotional literacy and effective communication.
- To enable children to understand their responsibilities as members of the community.

Ethos:

We believe that PSHE education underpins all aspects of school life. It promotes wellbeing, resilience, mutual respect, and the British values of democracy, the rule of law, individual liberty and mutual respect for others.

Core Themes

Core Theme 1: Health and Wellbeing

Children are taught about:

- Healthy lifestyles: healthy eating, physical activity, exercise.
- Hygiene: dental hygiene, handwashing, personal cleanliness, skin care.
- Changing and growing: similarities and differences, growing up, changing needs, taking responsibility.
- Emotions: happiness, anger, love, sadness, consequences of behaviour, aspirations.
- Keeping safe: sun safety, fire and water safety, road safety, medicine safety, personal safety, emotional safety, internet safety, recognising fake news online generated by AI and knowing how and when to ask for help.

Core Theme 2: Relationships

Children explore:

- Communication: feelings, responses, opinions, cooperation, good manners.
- Bullying: understanding what bullying is, unkind behaviour, positive behaviour choices.
- Fairness: right and wrong, teasing, kindness, respect, comparisons.
- Family and friends: peer relationships, cultural differences, similarities and differences, respect, people who care for us, families including different types such as same sex and single parent families and grief and loss.

Core Theme 3: Living in the Wider World

Children learn about:

- Rules and responsibilities: understanding rules and expectations, taking turns, sharing, caring.
- Communities: belonging to our school, being part of the local community, active citizenship.
- Money and finance: earning money, keeping money safe, making choices, managing money, enterprise.

Curriculum

Holmer Green First School and Preschool recognises that children may experience grief and loss in many different ways and at different times in their lives. We are committed to supporting pupils with sensitivity,

care and understanding, helping them to feel safe to share their feelings and ask questions. We understand that grief can be confusing for young children, and we aim to provide age-appropriate opportunities for them to explore emotions in a gentle and reassuring way.

One way we support children in understanding loss is through carefully chosen stories and picture books. Texts such as *Goodbye Mog* and ***Badger's Parting Gifts*** use animals to explore themes of loss, remembrance and love in a way that feels accessible and less overwhelming for younger pupils. These stories allow children to talk about feelings indirectly, helping them to recognise emotions such as sadness, missing someone and remembering happy times, while reassuring them that these feelings are normal.

Alongside these stories, we also have a selection of bereavement books that focus more directly on people and family relationships. These resources are used thoughtfully within ELSA sessions, where children can receive targeted emotional support in a safe and supportive environment. During these sessions, books may be chosen to link specifically to a child's own experiences, such as the loss of a family member, helping them to express their feelings, ask questions and develop coping strategies.

Through the use of stories, discussion and ELSA support, Holmer Green First School and Preschool strives to ensure that children experiencing grief and loss feel heard, supported and cared for. We work closely with families to ensure that each child receives the understanding and reassurance they need during difficult times.

Through our English Literacy curriculum, we ensure children are exposed to a wide range of texts that reflect the diversity of families in our school community and wider society. This includes stories that represent same-sex families, such as *And Tango Makes Two*, *Pirate Mums* and *Grandad's Camper*, which help children to see different family structures positively and naturally reflected in everyday life. These texts encourage acceptance, empathy and understanding, while reinforcing the message that families can look different but are all built on love and care.

In PSHE, we further support children's understanding of family life and social realities by including texts such as *It's a No Money Day*. This story helps children to explore the experiences of single-parent families and raises awareness of financial challenges that some families may face. Through thoughtful discussion and age-appropriate activities, children are encouraged to develop compassion, resilience and respect for others, supporting our commitment to inclusion and emotional wellbeing for all pupils.

In addition to this, our Health and Wellbeing curriculum places a strong emphasis on keeping children safe in the world around them and online. We teach the importance of fire and water safety through age-appropriate discussions, stories and practical activities, helping children to recognise potential dangers and understand how to keep themselves safe at home and in the community.

We also support children in developing early digital literacy skills by helping them to recognise fake or misleading information online. When discussing safe use of the internet, children learn that not everything they see in online adverts, films, articles or content generated by AI is real or trustworthy. Through guided discussion and simple examples, we encourage children to think carefully about what they see, ask questions and seek help from trusted adults, ensuring they are equipped with the knowledge and confidence to stay safe online.

Teaching, Organisation and Planning

PSHE is taught through:

- Weekly lessons directly linked to the three core themes.
- Planning that progressively builds on knowledge and skills.
- Cross-curricular links (e.g. Science, Computing, PE).
- Circle times and assemblies that address current issues or specific needs of the class or school community.
- Whole school activities (e.g. Anti-Bullying Week, Physical Activity Week).
- Special events and partnerships (e.g. 52 Lives School of Kindness).

Early Years Foundation Stage

- PSHE is embedded through Personal, Social and Emotional Development (PSED), a prime area of learning in the EYFS Framework.
- Children learn through both focused teaching and play-based, child-initiated activities.
- Key areas of learning include:
  - Making relationships.
  - Self-confidence and self-awareness.
  - Managing feelings and behaviour.
  - Health and self-care.
  - People and communities.

Key Stage 1

- PSHE is taught discretely through weekly lessons following the Twinkl scheme of work, mapped to the PSHE Association framework.
- Lessons revisit key themes in an age-appropriate way, with clear progression between Year 1 and Year 2.
- Vocabulary is introduced and revisited to build understanding.
- Teachers adapt lessons to reflect current issues and support class needs.

Intent, Implementation and Impact

Intent:

Our curriculum intends to:

- Develop the whole child.
- Foster emotional literacy and resilience.
- Promote positive behaviour, courtesy, respect, truthfulness, courage and generosity.
- Help children recognise their own value and the value of others.
- Support safeguarding through protective teaching.
- Build children's understanding of when and how to ask for help.

Implementation:

- Weekly PSHE lessons based on the Twinkl scheme.
- A progression of skills and knowledge through EYFS and KS1.
- Age-appropriate revisiting of core themes to deepen understanding.
- Use of role-play, discussion, games and creative activities to engage learners.
- Circle time and assemblies addressing class or school issues.

Impact:

- Children can articulate their feelings and manage emotions.
- Children demonstrate resilience and positive behaviours.
- Pupils apply their knowledge in real life situations both in school and the wider community.
- Pupils know how to seek help and support others.
- PSHE contributes to improved academic achievement through promoting wellbeing and removing social/emotional barriers to learning.
- Disadvantaged pupils benefit from raised aspirations and improved social/emotional outcomes.

Assessment

- EYFS: Assessment through Tapestry observations and Foundation Stage Profile outcomes.
- KS1: Ongoing teacher assessment, tracking of individual pupils and groups, and pupil voice.
- Assessment for learning built into each lesson through baseline activities and reflective learning tasks.

Roles and Responsibilities

Subject Leader:

- Provide leadership in PSHE.
- Ensure high standards and continuity across year groups.
- Evaluate and review PSHE provision.
- Support and advise colleagues.

- Lead training and resource development.
- Conduct learning walks and pupil interviews.

Class Teachers:

- Deliver PSHE lessons in line with the policy.
- Adapt teaching to meet pupils' needs.
- Monitor and assess progress.
- Communicate with parents where necessary.
- Foster a positive classroom ethos.
- Liaise with the Subject Leader.

Resources and Visits

- Class-based and centrally stored resources including key texts.
- Twinkl PSHE resources available on the staff drive.
- Visiting speakers and enrichment experiences used to support learning (e.g. Police, Fire Service, NHS).
- Whole school projects and themed events (e.g. Anti-Bullying Week, Kindness Week).
- Partnership with 52 Lives, School of Kindness to promote kindness within the school and local community.

Beyond the Curriculum

- Happy Hearts Healthy Minds week.
- School Council link to One Can Trust.
- We recognise and celebrate cultural festivals.
- We integrate PSHE themes into other subjects like Literacy (through stories about emotions or friendships), Science (health and hygiene), or Geography (community and environment).
- Outdoor areas mean outdoor play is incorporated provide opportunities for team-building games, and physical activities that promote cooperation and teamwork.
-Kindness Ambassadors and link to 52 Lives.
-Snack time in class.
- Colour monster – Zones of Regulation.
- Link to Healthy Schools.

- Random Acts of Kindness in the community.
- Travel Tracker – Walk once a week.