



# PSHE (Personal, Social, Health, Emotional) Policy

March 2025

CAS-23



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	March 2025	March 2026

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### **EQUALITY IMPACT STATEMENT**

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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## Intent

At our school, we believe that PSHE (Personal, social, health and emotional), in some papers referred to as economic well being and careers, helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Dimensions Scheme of Work, program of teaching metacognition techniques and also to the Christopher Winter Project for SRE and Drugs/Alcohol Education (See separate policies). PSHE also flows through all other curriculum areas.

## Aims

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others and develop knowledge and understanding of mental health;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices and safe choices including about alcohol, drugs and tobacco;
- be prepared to be positive and active members of a democratic society;
- develop basic knowledge of first aid;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form positive and safe relationships within and beyond the family and online;
- know what a relationship is, what a friendship is, what a family means and who can support them;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others including their own health and well being.

## Implementation

PSHE will primarily follow our scheme of work Which has been developed using Dimensions and our metacognition resources. The Christopher Winter Project Resources will be used to support SRE. Other supporting materials will be made available to staff, as and when is appropriate.

PSHE will be delivered as an integral part of school life and in a number of ways:

- we will promote respect for ourselves, others and school property through a consistent school behaviour policy;
- tackle inappropriate behaviour in a fair and systematic way;
- Assemblies will be linked, whenever possible, to the relevant theme for that half-term;
- pupils' achievements will be praised and rewarded in Merit assembly weekly;
- Circle Time activities will be used to encourage: the participation of individuals as part of a large group; respect for everyone's views; the development of speaking and listening skills and the sharing of ideas with a whole group;



- opportunities will be given to respond to significant issues which may arise within the class, school, locality, UK or globally, where this is appropriate. This includes challenging homophobic or transphobic language.
- all subject areas may contribute to the PSHE curriculum, although certain subjects may have a more significant role to play e.g. Science, Citizenship, History and R.E.
- through special activities and events, for example theatre workshops tackling specific issues, such as bullying and residential trips where pupils have the opportunity to work together in a different context;
- the School Council gives an opportunity for pupils to contribute and discuss their ideas and viewpoints concerning whole school issues.
- visitors can share knowledge and experience with pupils so they can extend their perspective and viewpoint on issues. Visitors will be made aware of our school approach and resources they will use will be vetted prior to being shown to the children.

## Equal Opportunities and Inclusion

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, sexual orientation, gender or ability. Where appropriate, activities will be differentiated to facilitate this.

## Impact

Informal assessment is carried out. This is made following activities and through cross-curricular links. Where possible, self-assessment by the pupils is also used. Opportunities for assessment and implementation of the PSHE curriculum arise during Circle Times, class discussions, School Council meetings and in dealing with day to day issues.

PHSE leads talk with children, look at books, look at planning and work alongside colleagues in order to maximise our impact and ensure that quality teaching and learning are in place across the school. As a result, they create an action plan which is shared with staff and governors. The PHSE Governor meets with curriculum leads across the academic year and joins the school councils and/or lessons so they have a deep understanding of the school offer.