Headteacher
Mrs P. Kossowicz

Telephone/Fax
(01328) 830377



North Street
Langham
Holt
Norfolk
NR25 7DG

e-mail: office@langham.norfolk.sch.uk
www.langhamvillageschool.com

Personal, Social, Health & Economic Education Policy

PSHE

Rationale:

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Vision:

Personal, social, health, economics education (PSHEE) enables 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 so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights, respect and responsibilities. They learn to appreciate what it means to be a positive member of society.

Aims and objectives:

The aims and objectives of learning PSHE Education:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

What is Personal, Social, Health and Economic Education? (PSHEE)

PSHEE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

PSHEE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided in framework for personal, social and health education (PSHE) and citizenship.

Content of PDL (Personal Development Learning) programme including SRE and Drugs:

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discreet lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

We aim to cover the following core themes as set out in the 2013 PSHE Association Programme of Study which is explored in depth below.

Key Stages 1 and 2

Core Theme 1: Health and wellbeing

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2: Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

Personal Development Learning in our curriculum

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies)
- School events and activities (e.g. off site visits and school celebrations)

Planning, Teaching and learning for all areas of PSHE:

We teach PSHE Education to all children at Langham Village School. Class teachers deliver at least one PSHE session fortnightly. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from the curriculum and in response to a specific identified need within the class.

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed cross curricular through other subjects, in particular, Science, Geography, Drama and Literacy. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem solving activities. As they move through school we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising.

Differentiation for SEN and Able Children

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Additional Pastoral Care Arrangements

At Langham Village School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support. Children may require additional arrangements for emotional and social development or support.

Time for Me

When required the school run 'Time for Me' sessions. This intervention is available to children who have been identified as needing support with their mental health. The groups and individual sessions give the opportunity to develop social skills, life skills, emotional resilience and interoception.

Playground Buddies

The school has system at lunchtimes and playtimes where children can go to find Play Leaders to help children feel supported at playtimes.

Forest School

All children access Forest School sessions. Forest School teaches confidence, resilience, and teamwork through hands-on outdoor experiences. Children learn practical skills like fire lighting, shelter building, and tool use in a safe environment. It fosters a deep connection with nature, encouraging respect for wildlife and sustainability. Sensory play and physical activities help develop coordination, balance, and fine motor skills. Problem-solving and creativity are nurtured through open-ended exploration and risk-taking. The child-led approach supports emotional well-being, independence, and a love for learning.

Pupil Parliament

Monitoring and assessment

Teachers assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.

The Role of the Subject Leader (Polly Kossowicz)

- Lead policy development and implementation.
- Plan and lead staff training.
- Advise and support colleagues.
- Draw up key stage subject plans.
- Contribute to year group and individual teachers plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Assess progression and attainment throughout the school
- Manage resources.

Date agreed by Governors: January 2026
Date of next review: January 2027

Signed ……P Kossowicz…… Head

Signed ……Kate Jackson……. Governor