

# **PSHCE Policy (including EYFS) – this should be read in conjunction with the Child Protection Policy and the Relationships and Sex Education Policy**

---

*(Reviewers: Caty Jacques, Zoe Taylor-West, Ben Woods June 2024  
(Approved by SMT)*

## **1. What is PSHCE?**

PSHCE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE education should address both pupils' direct experience and preparation for their future. A structured programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHCE programme which meets pupils' needs and which is tailored to local circumstances is critical.

PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Through PSHCE, as well as a wider whole school (pastoral) approach, Hurst will engage with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

PSHCE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

## **2. Why do we teach PSHCE?**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

*'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.*

### 3. How does Hurst deliver PSHCE?

PSHCE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCE education has a rich body of knowledge taught through topics. Learners need to 'know about.', 'know how to..' and also 'be able to..'

PSHCE is delivered as part of a **wider pastoral and personal enrichment programme**. Delivery is varied and can include specific PSHCE teacher led sessions, outside/guest speakers, tutorials, assemblies, House based activities and within Chapel. The overarching aim for PSHCE education is to provide pupils with:

- accurate and relevant knowledge opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

### 4. Hurst's Programme of Study - A Whole School Approach

The programme of study for PSHCE identifies the key concepts and skills that underpin PSHCE education and fulfils the statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. The programme of study is based on **three core themes**:

- Health and Wellbeing
- Relationships
- Living in the Wider World, within which there will be broad overlap and flexibility

**In the Early Years Foundation Stage (EYFS) we seek to develop:**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.