LOCHINVER HOUSE

Personal, Social, Health and Education (PSHE) Policy

Lochinver House School believes that personal and social development lies at the heart of pupil wellbeing and educational achievement. All staff and adults in the School have an important role to play in promoting the personal and social development of our pupils. This will enable them to develop the confidence and abilities to become effective learners. It will support pupils as they move from childhood through adolescence to become independent young people and responsible citizens. All staff and adults in Lochinver House School will help pupils to acquire the skills, values, attitudes, knowledge, and understanding, which underpin their personal and social development.

At Lochinver House School, successful PSHE, PSED (in the EYFS – Personal, Social and Emotional Development), British Citizenship, Careers and Relationships and Sex Education (RSE) is achieved through formal and informal learning and from experiences and relationships throughout the school. PSHE, British Citizenship, Careers and RSE forms an integral part of the whole school curriculum.

- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are promoted through class discussions, assembly themes and visual displays around the School.

- We also ensure that principles are actively promoted which:
  - enable pupils to develop their self-knowledge, self-esteem and self-confidence
  - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
  - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
  - promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
  - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act and promote an understanding of Equality, Diversity and Inclusion (EDI)
  - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Pupils will learn to:

- value themselves and respect others
- equip themselves with the tools that promote positive mental wellbeing
- understand and manage their emotions
- develop and sustain positive and worthwhile relationships
- understand how to look after themselves and lead a healthy lifestyle
- contribute positively to their communities
- value difference and diversity
- participate actively in our democracy

- understand about money, financial decisions, careers and the economy
- safeguard the environment
- act in the wider world in a responsible way.
- develop a growth mindset, showing resilience when encountering challenge
- respect and accept the views of others, through regular discussions with peers
- understand and recognise the importance of protected characteristics
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The School's Core Values and Language of Learning underpin this.

Core Values:
- Kindness
- Honesty
- Respect.

Language of Learning:
- Focus (to concentrate, to listen carefully, to pay attention to detail).
- Resilience (to understand that failure is part of learning, to deal with failure positively, to have confidence to try again).
- Collaboration (to work well with others, to compromise, to share).
- Curiosity (to ask questions, to investigate, to be observant).
- Initiative (to think independently, to be organised, to work things out for yourself).
- Originality (to think creatively, to be courageous with ideas, to make connections).
- Reflectiveness (to review your learning, to evaluate what went well, to consider how to improve).

A commitment to Equal Opportunities is built into all aspects of PSHE, PSED, British Citizenship, Careers and RSE. This is through resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive school ethos and celebrating diversity. The curriculum covers, as appropriate for the age and ability of the pupils, the protected characteristics as listed in the Equality Act 2010:
- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

PSHE, PSED, British Citizenship, Careers and RSE are delivered through a combination of planned curriculum opportunities and whole school approaches. Most will be delivered through discrete PSHE/PSED curriculum time, with further opportunities provided through assemblies, whole school activities and circle/tutorial time. Some will be delivered through assemblies, whole school activities, trips, work experience and involvement in pupil voice groups such as the Year 8 Charities, LWC (Lochinver Wellbeing Committee), Lochinver Environmental Organisation (LEO) or School Council meetings.

The Department for Education defines British values as:
- Respect for democracy and support or participation in the democratic process.
- Respect for the basis on which the law is made and applies in England.
- Support for equality of opportunity for all.
- Support and respect for the liberties of all within the law.
- Respect for and tolerance of different faiths and religions and other beliefs.

Our school reflects British values in all that we do. We aim to nurture our pupils on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. Every

opportunity should be used, where appropriate, to discuss PSHE, PSED, British Citizenship, Careers and Relationship and Sex Education (RSE) as they arise.

At Lochinver House School, we value the diversity of backgrounds of all pupils, families and the wider school community. Actively promoting British values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The School takes opportunities to actively promote British values through its aims and core values, the curriculum, our assemblies and whole school systems and structures. Examples of this include electing and running a successful School Council and voting for House Captains and Vice House Captains who support the Head of School in raising money for charities. We look beyond our own community on trips and visits, helping to deepen and develop understanding of difference.

A wide range of teaching and learning approaches are used in developing pupils' skills, attitudes and values in PSHE, British Citizenship, Careers and RSE; discussion, drama, role play, circle time, group work, displays, charity work, presentations, games, competitions, problem solving and external speakers are some that are used. The school regularly participates in country wide initiatives linking to the PSHE/PSED curriculum, including Black History Month, Children's Mental Health Week, Anti-Bullying Week, Empathy Week and International Women's Day, to name but a few.

Resources and materials for delivery of PSHE, British Citizenship, Careers and RSE are based on the specific requirements of each pupil group, in terms of relevance to age, development and ability. Jigsaw PSHE scheme is currently used as the basis for our curriculum from Little Lochies (Nursery) to Year 8. There is additional focus and lesson time for Year 7 and 8 pupils to further develop their knowledge and understanding on careers, finance, resilience and drugs and alcohol. Some areas of the scheme have been adapted and changed to meet the needs of Lochinver House School pupils. We will continue to review its content and adapt it as and when necessary. Resources are reviewed and up-dated regularly. Parents are regularly informed of curriculum content through the weekly School bulletin and all children start each half-term with a PSHE assembly highlighting the new topic.

PSHE/PSED teachers monitor the progress of all pupils. This largely happens during class discussions that naturally develop during curriculum time and is extended through activities/tasks visible in exercise and floor books. Class teachers of pupils in Year 5-8 communicate weekly with tutors/pastoral teams to share content and raise any concerns regarding pupil understanding/wellbeing. In addition, a written report is sent to parents, which comments on progress and informs of specific topics covered.

The School recognises the need for staff to develop skills, knowledge and confidence to enable them to support the pupils learning correctly in PSHE, British Citizenship, Careers and RSE. We are committed to supporting them in their training. Half-termly department meetings allow the whole team to celebrate success, discuss difficulties and regularly monitor the curriculum.

This policy will be reviewed every two years, and furthermore, it will be reviewed and ratified by members of the Education sub-committee of governors, who will demonstrate they are satisfied the school is delivering an effective PSHE/PSED programme.

Reviewed By	Deputy Head Pastoral & PSHE Lead
Approval Body/ Committee	Education
Last Review	Spring 2025
Next Review	Spring 2027
Policy Linked To	Acceptable Use Policy, Anti-Bullying Strategy, Behaviour Policy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Data Protection Policy, Equal Opportunities Policy, Online Safety Policy, Privacy Notice, Relationship and Sex Education (RSE) Policy, Use of Mobile Devices in Early Years Foundation Stage Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

	PSHE, British Citizenship and Careers Long Term Plan					
	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
EYFS – Little Lochies (Nursery) and Reception PSED (Personal, Social, Emotional Development)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling safe and special in school Belonging Rights and responsibilities Rewards and feeling proud Rules and consequences	Identifying similarities and differences in the class Celebrating diversity Celebrating the individual child Bullying Friendships	Setting goals Understanding steps towards goals Achievements Tackling challenges Overcoming obstacles Celebrating successes	Being healthy Healthy choices Health and hygiene Medicine safety Road safety Personal happiness	Families Friendship Greetings People helping in the local community Personal strengths and qualities Celebrating special relationships	Life cycles Changing bodies Body parts Learning and growing Coping with change
Year 2	Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter	Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Standing up for myself and others Celebrating difference and still being friends	Goals to Success Learning Strengths Learning with Others Have a positive attitude Help others to achieve their goals Working hard to achieve their own dreams and goals	Being healthy Healthy eating Being relaxed Medicine safety Personal happiness Healthy friendships Keeping calm and dealing with difficult situations	Families Keeping Safe - exploring physical contact Friends and Conflict Secrets Trust and Appreciation Celebrating special relationships	Life Cycles in Nature Growing from Young to Old The Changing Me Assertiveness Looking Ahead

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Confidence in change Accepting change Preparing for transition Environmental change
					Specific RSE session – parents to be notified Differences between female and male bodies Outside body changes Inside body changes Having a baby	

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Growing responsibility Coping with change Preparing for transition
(Year 5 Tutorial)	**Study Skills -** Learning Powers	**Study Skills -** Revision techniques for assessments and exams	Grandparents' Day **Careers** - Interview Skills	**Study Skills -** "Think Like a Learner"	**Study Skills -** "Think Like a Learner"	Reviewing the year and setting targets
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
					Specific RSE session – parents to be notified Differences between female and male bodies Puberty for boys and girls Puberty and feelings Conception (including IVF) Conception to birth Having a baby	
(Year 6 Tutorial)	**Study Skills -** Learning Powers	**Study Skills -** Revision techniques for assessments and exams	**Careers** - Interview Skills	**Study Skills** - How you learn, V – A - K	**Careers** - Career path from school options to retirement What do you want to be?	Reviewing the year and setting targets

	Autumn Term		Spring Term		Summer Term	
	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Year 7	Who am I? My influences Peer pressure and belonging My online identity What are the consequences of what I say and do online?	Prejudice and discrimination Challenging stereotypes Discrimination in school Bullying	What are my dreams and goals? Achieving my dreams and goals Coping strategies How responsible and irresponsible choices affect my dreams and goals How making an irresponsible choice could affect a person's dreams and goals	How to recognise and deal with anxiety and stress Healthy choices on… managing stress Healthy choices on… substances Healthy lifestyle choices: Good nutrition, exercise and Sleep Healthy choices on… medicines and immunisation	Positive qualities of healthy relationships My changing supportive relationships Getting on and falling out Discerning external factors in relationships Assertiveness in relationships	Assertiveness in relationships Having a baby Types of relationships and their impact Image and self-esteem My changing feelings
(Year 7 Tutorial)	**Study Skills -** Learning Powers	**Study Skills -** Revision techniques for assessments and exams	**Careers** - Interview Skills Work Shadowing	**Study Skills** - In your Stride	**Careers** – Different types of employment and future careers	Reviewing the year and setting targets
Year 8	Who am I? My 'family' Family Factors' The power of first impressions Faith and beliefs	Prejudice and discrimination Inequality When things go right Bullying How I can make a difference	Your goals - long-term What money can't buy Online safety Money and earnings The price of life	Me and My Health Healthy choices on… managing stress Healthy choices on… substances Substances misuse and exploitation Healthy choices on… medicines and immunisations	Being in control of myself Being in control of my relationships Being in control of my personal space Managing control and coercion in relationships Being in control of social media	Different types of relationships What's in a relationship Looks and smiles Does watching pornography help people understand a relationship Alcohol and risk
					Specific RSE session – parents to be notified Differences between female and male bodies Puberty for boys and girls Puberty and feelings Conception (including IVF) and contraception Conception to birth Having a baby	
(Year 8 Tutorial)	**Study Skills -** Learning Powers	**Study Skills -** Revision techniques for assessments and exams	**Careers** - Interview Skills	**Study Skills** - Getting the best from your memory	**Careers** – Qualities, skills and attitudes. Visiting speakers	Reviewing the year and setting targets