



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

Personal, Social and Health Education (PSHE) Policy

Personal, Social and Health Education (PSHE) Policy

1. Aims and objectives

Personal, social and health education (PSHE) 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, the wider community and as global citizens. In so doing we help develop their self-confidence, interpersonal skills and communication skills. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a British citizen in a diverse society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle; be aware of safety issues; understand what makes for good relationships with others;
- have respect and show tolerance towards everyone irrespective of their beliefs, gender, age, disability etc. hence upholding and promoting British values
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- learn about the legal and democratic systems in Britain and how to uphold the law
- develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.

2. What is Personal, Social, Health and Economic Education? (PSHE)

PSHE 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.

PSHE 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. Relationships Education is also an integral part of the PSHE curriculum.

2. Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, participation in events, workshops and community-based projects. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, assemblies and school council elections. Pupils are able to participate in discussions to resolve conflicts or set agreed classroom rules of behavior. This is often done through circle time. We offer children the opportunity to hear visiting speakers, such as health workers, police and other members from the local community including the local church. We invite visitors into the school to talk about their role in creating a positive and supportive local community. Each

year Rights Respecting Ambassador elections are held for pupils from Year 1 onwards and the pupils are introduced to the concept of 'Shura' which means 'consultation' by a group of people in Islam. The elections are based on the democratic system in England and the elections include nominations, campaigning for votes, candidate speeches and voting at the ballot box.

3. PSHE and citizenship curriculum planning

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE 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)

We teach PSHE in a variety of ways. PSHE is taught as a discrete subject through separately planned curriculum time at least three to four lessons every half term. This may be through circle time or other format.

Some of the time we introduce PSHE through other subjects, including Islamic Studies, where we use the 'Ilm to Amal' scheme of work, which integrates PSHE objectives with the Islamic Studies curriculum. Each class has a folder with the long term and medium term planning. Class teachers submit a long term and medium term planning to the PSHE lead.

We also develop PSHE through activities and whole-school events, such as the Macmillan coffee morning, Citizenship week, collections for refugees and raising money for charities including children with Leukemia and the British Heart Foundation.

In Year 5 and Year 6 the school also holds talks on 'Growing up'. These are usually led jointly by the class teacher and a health professional. The purpose of the session is to talk to the pupils about puberty and physical changes in both boys and girls and allow the pupils to ask questions. The sessions are held in gender groups to allow pupils to feel more comfortable asking questions and sharing personal experiences.

We aim to cover the following core themes as set out on the PSHE Curriculum Map:

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

- 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.

4. Monitoring and assessment

Teachers informally assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day. Evidence of pupil work is kept in individual pupil books. Floor books are also used to record examples from whole class and group discussions and activities. Teachers then the subject lead with work samples so he/she can monitor attainment and progression across the school. 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. It is the responsibility of individual teachers and the SEND coordinator to identify pupils' progress which is well above or below that which is expected.

5. Monitoring and review

This policy should be read in conjunction with the British values statement and equal opportunities policy and will be reviewed every two years. This policy should be reviewed in relation to the school SMSC Policy and Islamic Studies policy. It is also complemented by the school's policy on Safeguarding and Bullying.

The policy will be monitored and evaluated by:

- PSHE Lead
- Senior Leadership Team (SLT)

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Revised: October 2022
Reviewed: October 2024