



# REGENT PRIMARY SCHOOL

## PSHE Policy

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Reviewed by Mrs Funmi Adesanya: August 2022  
Previous Review: August 2020

Approved by the Board:

*A Whole School Policy for PSHE and  
Citizenship at The Regent School, Abuja.*

## **Introduction**

The Regent Primary School strives to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Our PSHE 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.

This curriculum is broad but takes into account Nigeria's unique cultural, legal and religious heritage.

Successful PSHE and Citizenship education is achieved through formal and informal learning and from experiences and relationships throughout the school.

## **What is PSHE?**

PSHE stands for Personal, Social, Health and Economic Education.

PSHE education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

## **Aim of the PSHE programme**

At The Regent School, we believe PSHE and Citizenship education facilitates children to become healthier, more independent and responsible members of the society.

All staff and adults in the school will help pupils to acquire the skills, knowledge and understanding and values and attitudes, which underpin their personal and social development. By doing this pupil will be helped to develop a love of learning for its own sake, will become effective learners and thereby will make the most of their own and others' potential. We aim to achieve this through encouraging pupils to actively participate in contributing to the life of the school and the local community.

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## **Objectives/Pupil learning intentions:**

PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **Inclusion**

All pupils, regardless of race, creed, gender, class, ability or disability are given the opportunity to develop their personal and social skills and understanding within a safe, supportive and inclusive environment. Teachers should be aware of the individual and differing needs of all pupils, including those with physical, emotional and learning difficulties as well as those pupils identified (or being monitored) as gifted and talented. PSHE enables pupils to learn respect and develop positive attitudes towards others.

## **Equal Opportunities and Inclusion**

Provision for PSHE/RSHE and Citizenship education is in line with all of our policies. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately.

## **Curriculum content**

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.

Our programme for PSHE and Citizenship education encompasses statutory and non-statutory aspects and each year group will adapt their planning to meet the objectives matching the half-termly themes. There are six themes that are designed to progress in sequence from September to July.

Aspects of PSHE and Citizenship will also be covered within other subject teaching and in special days and weeks.

The table below shows a summary of our PSHE content:

Term	Theme	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as understanding the 3R's of The Regent School and building relationships within their class
<b>Autumn 2:</b>	Celebrating Difference	Identifying talents, similarities and differences, challenging assumptions and understanding bullying (cyber bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Setting goals, aspirations and overcoming obstacles, understand the importance of money, supporting others and recognising achievements
<b>Spring 2:</b>	Healthy Me	Keeping healthy and making healthy choices, nutrition, exercise, healthy friendships, medicine safety and safety with household items, motivation and inner strength
<b>Summer 1:</b>	Relationships	Understanding friendship, family and other relationships, getting on and falling out, showing appreciation, conflict resolution and communication skills, love and loss
<b>Summer 2:</b>	Growing up	How do we grow and change? This unit focuses on understanding body changes and how babies grow – conception to birth, understanding influence of media on body image, understanding puberty in boys and in girls

## **Implementation and Organisation**

Each PSHE lesson is assigned a weekly 45-minute slot in all Primary classes. Lessons are well structured with clear learning outcomes and use a range of teaching and learning strategies, which encourages active learning including discussions and role-plays. We ensure that resources used to deliver PSHE are sensitive to ethnicity, gender, faith, ability and culture and do not portray stereotypical images.

PSHE Education is embedded across all areas of learning and can also be developed through various activities. We encourage other valued members of the community to work with us to provide advice and support to the children. E.g., fire brigade, road safety and school nurse.

We also develop PSHE Education & Citizenship through various extra-curricular activities and whole school events such as Assemblies, School Council, Charity fundraising, guest speakers.

## **Impact**

Through the teaching of PSHE children learn to show respect and understanding towards each other as they become citizens of the immediate and wider communities. This may be achieved through circle time, role play activities, assemblies, school trips, visitors from the community and participation in sports activities.

## **Social, Moral, Spiritual and Cultural (SMSC) Policy**

### **Purpose**

At the Regent School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to contribute to community cohesion. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, and understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

The academic and personal development and well-being of every child in our school is of paramount importance to us. This includes recognising the importance of providing a range of opportunities for our pupils to respond to what supports their spiritual, moral, social and cultural development.

Fundamental to our school's ethos is the belief that by educating the 'whole child' we are enhancing their life chances. We are aware that a focus on personal development in general and spiritual, moral, social and cultural development in particular, contributes to academic achievement, since it raises motivation and self-esteem and leads to a better learning environment in which our pupils will flourish. We are committed to empowering our pupils to be confident, healthy, happy, reflective and well-informed people who are able to make informed choices and decisions.

### **Aims**

We aim to ensure:

That everyone connected with the school is aware of our values and principles.

A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.

That a child's education is set within the context that is meaningful and appropriate to their age, aptitude and background.

That students know what is expected of them and why.

Through classroom discussions we will give the students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g., bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally e.g., empathy, respect, open-mindedness, sensitivity, critical awareness etc.

**Many curriculum areas provide opportunities to:**

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experiencing good role models.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

**Practical activities to develop SMSC will include:**

- Working together in different groupings and situations.
- Encouraging the students to behave appropriately at meal times/break times.
- Taking responsibility e.g. election of school prefects, membership of School Council, encouraging teamwork in PE and games.
- Showing appreciation of the performances of other students regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists, e.g., Book Day.
- Opportunities for the students to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and hear/play a range of instruments.

## **Spiritual, Moral, Social and Cultural Development**

Whilst each dimension is outlined below separately there is a great deal of overlap between the four areas.

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

**At The Regent School we will encourage children's spiritual development by;**

- Giving children the opportunity to explore values and beliefs and the way in which they impact on peoples' lives.
- Encouraging children to explore and develop what motivates them and others.
- Giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Developing a climate or ethos within which all children can grow and flourish, respect others and be respected.
- Accommodating differences and respecting the integrity of individuals.
- Promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns.
- Enabling children to make connections between aspects of their learning.
- Encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when' and thereby being able to monitor in simple, pragmatic ways, the success of what is provided.

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

**In our School, we are committed to promoting the values of:**

- Honesty.
- An agreed sense of right and wrong with the confidence to stand up for what they believe in consideration for others and an appreciation of their qualities.
- "Fair play" – winners and losers – in games, rules and life.
- Responsibility for self and others

**Learning opportunities and experiences for promoting moral development are found within:**

- Relationships at school including in the classroom and playground.
- Our cross-curricular approach to the delivery of the curriculum includes P.S.H.E.
- The value that we place in all round achievement, not just in academic success.
- The discussions that take place with children self-evaluation in their progress at school.

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

**At The Regent School, we attempt to develop in our children a growing understanding of the part that they play within the daily life of the school. We aim to enable the children to:**

- Develop insight as well as knowledge.
- Build the skills of relationships with each other, whether adults are present or not.
- Practise the personal skills which enable them to use their knowledge in ways that enhance their personal lives.
- Demonstrate a commitment to a moral code.
- Explore attitudes and values.
- Explore the consequences of their own and others' actions.

**In addition to academic success, the acquisition of these personal skills is a high priority;**

- Cooperation and sharing.
- Independence.
- Courtesy.
- Tolerance and respect for each other, including beliefs and customs.
- Self-esteem, self-discipline and self-confidence.
- A realisation of the role that they play in school/wider society.
- Collaboration and interpersonal skills.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Opportunities to nurture the cultural development of the child exist in all creative areas across the curriculum. In our school, cultural development is already embedded across the curriculum although it might be appropriate to look at coverage (see below). Cultural development is something which is built up slowly and cumulatively as the children journey through their life.

We aim to:

- Provide pupils with the knowledge of and appreciation of the key features of their own cultural traditions and practices and of other major cultural groups within their own community and the wider world.
- Understand that these traditions and practices are evolving.
- Develop an understanding of, as well as celebrate and embrace, the diversity of cultural, spiritual, social and moral traditions and practices within their community and the wider world.
- Encourage a personal response to a range of cultural activities.

**The school will promote cultural development through:**

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum, visits out of school and visitors to the school will support this teaching.
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with different communities.
- Encouraging understanding and appreciation of the beliefs, values and customs of different cultures.

## **Implementation**

We believe that our school provides an environment in which children's spiritual, moral, social and cultural development is allowed to flourish. We aim to ensure that the climate and values of our school are evident from the moment children, parents and guests walk in. We welcome everyone, we are proud of the achievements of those who work and learn within our walls. There is a drive for learning and respect for all. We ensure that:

- Values projected by the board, staff and pupils have a strong moral code.
- Relationships between children and staff are warm and caring.
- Children and staff speak to each with respect and courtesy.
- Disputes and dissent are addressed respectfully.
- Our school is clean, tidy and appealing.
- Children's work is displayed.
- We offer a range of activities both in and out of the classroom.
- We welcome visitors from the wider community.
- All adults in the school see themselves as role models and act accordingly.

THE REGENT SCHOOL PSHE Curriculum Framework						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Up
School Events	Student Council Elections, SEAL Day	Anti-Bullying Week End of Year performance	Sports day Pyjama Day	LINIZANI KIDPRENEUR	FUN DAY Year 6 project	Transitions
EYFS PSED	Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Where we live Making friends Standing up for yourself Dealing with bullying	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals	Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	Who is special to me? Family life Friendships Breaking friendships Falling out Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations What happens next?
Year 1	Feeling special and safe Being part of a class Rights and responsibilities	Similarities and differences Understanding bullying and knowing how to deal with it	Setting goals Identifying successes and achievements Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Qualities as a friend and person Self-acknowledgement People who help us Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Preparing for transition
Year 2	Rights and responsibilities Rewards and consequences Valuing contributions How can we keep safe in different places? Choices Recognising feelings	What is bullying? Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	How can we be healthy? Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Preparing for transition
Year 3	Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued	What can we do about bullying? Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	Exercise Fitness challenges Food labelling and healthy swaps 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 Being a global citizen Being aware of how my choices affect	How babies grow Understanding a baby's needs Outside body changes Inside body changes Challenging my ideas Preparing for transition



					others Expressing appreciation for family and friends	
<b>Year 4</b>	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	Love and loss Memories of loved ones Getting on and Falling Out Showing appreciation to people and animals	How do we grow and change? Having a baby Girls and puberty Environmental change Confidence in change Accepting change Preparing for transition
<b>Year 5</b>	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	What makes us enterprising? Future dreams Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Relationships with food Healthy choices Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Motivation and behaviour The importance of money	How can we be safe online and using social media? 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 SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Year 6</b>	Identify my goals for the year, understand my fears and worries about the future and know how to express them 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	Explain ways in which difference can be a source of conflict and a cause for celebration 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	How can money affect us? Taking personal responsibility How substances affect the body Exploitation, and gang culture Emotional and mental health Managing stress	What makes a healthy and happy relationship? Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Reflections about change Transition