

Personal, Social and Health Education (PSHE) Policy

Aims and Objectives

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of our school, local and wider 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 and responsibilities. We believe that the PSHE curriculum is central to being able to achieve these objectives as it helps the children to learn to understand themselves physically, emotionally and socially; to understand their relationships with others and to become responsible members of society. In this way, social, emotional and health education are at the heart of everything we do in our school. Children learn to appreciate what it means to be a positive member of a diverse multicultural society.

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

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and know about ways in which to keep themselves and others safe;
- understand what makes for good relationships with others;
- have respect for others;
- 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.

Personal learning (self-awareness, management of feelings and motivation)

- Interpersonal learning (empathy, social skills)
- Effective and satisfying relationships with others
- Respect for similarities and differences
- Independence and responsibility
- An ability to make the most of their skills and strengths
- The skills needed to make choices

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 (both teacher and child led), investigations and problem-solving activities, through role play and drama and circle time activities, in which we actively encourage participation from all pupils. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. We may organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

Teaching styles and planning will provide suitable learning challenges, a response to diverse needs, a range of different activities and an attempt to overcome potential barriers to learning

Currently we are using the JIGSAW programme, as a whole school programme to supplement our planning.

New themes are introduced during collective worship and then reviewed at the end of each half-term. Teachers reinforce and raise awareness of the themes through other lessons and activities during the day. We have also encouraged the development of PSHE through other activities such as healthy dinners and snacks. Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography. We also teach children about relationships, and we encourage them to discuss issues. We teach pupils about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. As there is also a large overlap between the programme of study for religious education and the aims of PSHE, we teach a considerable amount of the PSHE through our religious education lessons. Our School is an inclusive school and all children are involved in the PSHE curriculum.

We also develop PSHE through activities and whole-school events. We offer a residential visit to children in Years 5 and 6, where there is a particular focus on developing pupil's self-esteem and giving them opportunities to develop leadership and co-operative skills. Where identified, small group work will be carried out with children who have different needs in their social and emotional learning.

Early Years

We teach PSHE in Reception class as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education when we teach 'how to develop a child's knowledge and understanding of the world.

Teaching PSHE to children with Additional Needs

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Intervention through school support will lead to the creation of an Individual Education Plan (IEP) for children with Special Educational Needs. The IEP may include, as appropriate, specific targets relating to PSHE.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

Resources for teaching PSHE through other curriculum areas are shared between the classes.

Monitoring and review

The PSHE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The coordinator is responsible for developing an appropriate annual action plan, for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

February 2024

PSHE – What is Taught and When

PSHE is taught weekly in year groups.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Being Me In My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and consequences Feeling proud Consequences Owning the Learning Charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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
Celebrating Differences	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	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	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Dreams And Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusias	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising

		challenges Identifying and overcoming obstacles Feelings of success	sharing success	m Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	a group Celebrating contributions Resilience Positive attitudes	Supporting others (charity) Motivation	achievements Compliments
Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	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	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	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	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

				appreciation for family and friends			
Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self- and body image Influence of online and media on body image Growing responsibility Coping with change Preparing for transition	Self-image Body Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Puberty for girls Puberty for boys Conception (including IVF)