



# PSHE Policy

Approved: Spring 2022  
Review: Spring 2024

Personal, social, health education and citizenship provides a vital foundation in the development of young children into adults. Through PSHE our children will develop the life skills that will help them become confident, healthy, responsible, understanding members of society. They will appreciate their own individualism and that of others and lead independent, happy lives.

## **Aims**

Through our PSHE curriculum, we aim that our pupils will:

- develop spiritually, morally, socially and culturally;
- develop self-confidence and self-responsibility;
- value themselves and others;
- acknowledge and appreciate difference and diversity;
- be independent, responsible and active members of the school and the local community;
- learn to make informed choices, including choices around health, relationships and the wider world;
- be prepared to be positive and active members of a democratic society;
- understand what constitutes a safe and healthy lifestyle;
- develop the ability to form and recognise healthy relationships;
- understand and manage their emotions;
- have opportunities to consider issues which may affect their own lives and/or the lives of others.
- to recognise and understand the issues surrounding online activity and safety
- to understand human impact on the environment

## **Teaching and Learning**

### **Curriculum**

PSHE will be taught within our curriculum themes if the topic is appropriate. If the theme does not support the teaching of PSHE it will be taught as a 'stand alone' subject with individual time allocation.

PSHE also includes the teaching of health and relationship education (RHE) statutory from September 2020, drugs education, anti-bullying and e-safety, for which there are additional policy statements.

### **Planning**

Our PSHE curriculum is taken from the 3D PSHE scheme published by Dimensions curriculum for Nursery to KS2. We also supplement the Internet Safety sections of the curriculum using the Internet Legends programme of learning published by Google.

The six core areas of learning are:

- Health and Wellbeing - including healthy eating and first aid
- Relationships - including relationships made online
- Living in the Wider World - including environmental issues

- Relationships & Sex Education
- Substance Abuse
- Extremism and Radicalisation

### **Resources**

A range of resources are available to complement the 3D scheme and different areas of PSHE:

Christopher Winter programme - SRE / Drugs

Persona Dolls

SEAL resources

Real Love Rocks (exploring healthy relationships / safe use of social media)

Forest Family (Nurture)

Big Talk materials

Picture News - providing up to date stimuli for discussion

Mental Health and Behaviour in schools

Internet Legends Google resource

All Together Against Bullying Resources

### **Staff Roles**

In our school we recognise that everyone has responsibilities in relation to the teaching and learning of PSHE. However, within the school there are members of staff who have overall responsibility for this subject.

The Subject Leader is responsible for the following:

- Providing leadership and direction in their subject
- Ensuring the subject is well managed and organised
- Playing a major role in policy development
- Supporting, guiding and motivating colleagues
- Setting priorities and targets to improve standards
- Contributing to the monitoring process
- Identifying needs in the subject

The class teacher's role is crucial in the provision of teaching and learning in PSHE and they should:

- Show a good degree of empathy and understanding in order to help children achieve the end of key stage statements
- Plan effectively, setting clear objectives which pupils understand
- Use a variety of teaching methods that enable all pupils to learn and engage effectively, with each other
- Manage pupils well and insist on high standards of behaviour, so all can learn and take part

- Use time, support staff, other adults and resources, including ICT, effectively.
- Assess pupils understanding and learning effectively and record as appropriate
- Apply cross curricular links into the creative curriculum are made wherever possible and appropriate.
- Understand when it is necessary to alert the nurture/safeguarding teams and record incidents on CPOMS.
- Recording the pupil voice, work and discussions in a variety of ways using the class PSHE scrapbook, ensuring that all children are included over the course of each term.

### **Inclusion**

All of our children are valued equally and have the same entitlement to the PSHE curriculum. This recognises the new Relationships, Sex and Health Education Guidance published in 2020. We provide learning opportunities that enable all pupils to make progress and we do this by setting suitable learning challenges and responding to each child's different needs. Assessment using the year group progression documents allows us to consider each child's progress and possible needs for extra support. When progress becomes limited within personal and emotional areas particularly, pupils are provided with extra support such as Emotional Literacy and nurture support. This aims to support their more specific needs. Within the classroom pupils who are identified as gifted can be suitably challenged in certain areas of the PSHE curriculum, therefore classroom differentiation occurs to meet the needs of such pupils.

### **Assessment**

Work scrutiny

Pupil Voice (questionnaires)

The above will be fed back to the named Governor during the regular monitoring days.

**Coverage by Year Group**

<b>YEAR 1</b>	
<b>AUTUMN 1</b>	Core 1 - Health and Wellbeing Unit 3 - Changing and Growing (Big Talk)
<b>AUTUMN 2</b>	Core 1 Health and Wellbeing Unit 4 - Emotions - Anti-bullying week
<b>SPRING 1</b>	Core 1 Health and Wellbeing Unit 2 - Hygiene
<b>SPRING 2</b>	Core 2 Relationships Unit 1 - Communication Unit 4 - Family and Friends
<b>SUMMER 1</b>	Core 2 Relationships Unit 2 - Bullying Unit 3 - Fairness
<b>SUMMER 2</b>	Core 1 Health and Wellbeing Unit 5 - Keeping Safe

<b>YEAR 2</b>	
<b>AUTUMN 1</b>	Core 1 Health and Wellbeing Unit 1 Healthy Lifestyles Unit 3 Changing and Growing (Big Talk)
<b>AUTUMN 2</b>	Core 1 Health and Wellbeing Unit 4 Emotions Core 2 Relationships Unit 2 Bullying
<b>SPRING 1</b>	Core 2 Relationships Unit 1 Communication Unit 2 Bullying
<b>SPRING 2</b>	Core 2 Relationships Unit 3 Fairness Unit 4 Family and Friends
<b>SUMMER 1</b>	Core 3 Living in the Wider World Unit 1 Rules and Responsibilities Unit 2 Communities Unit 3 Money and Finance
<b>SUMMER 2</b>	Core 1 Health and Wellbeing Unit 5 Keeping Safe

<b>YEAR 3</b>	
<b>AUTUMN 1</b>	Core 3 Living in the Wider World Unit 1 - Rules and Responsibility Unit 2 - Collaboration Core 1 Health and Wellbeing Unit 7 - Growing and Changing (Big Talk)
<b>AUTUMN 2</b>	Core 2 - Relationships Unit 4 - Similarities and Differences Core 3 Living in the Wider World Unit 3 Discrimination
<b>SPRING 1</b>	Core 1 Health and Wellbeing Unit 6 Safety Unit 8 First Aid
<b>SPRING 2</b>	Core 1 Health and Wellbeing Unit 5 Emotions
<b>SUMMER 1</b>	Core 1 Health and Wellbeing Unit 2 Healthy Lifestyles
<b>SUMMER 2</b>	Core 1 Health and Wellbeing Unit 4 Aspirations

<b>YEAR 4</b>	
<b>AUTUMN 1</b>	Core 2 Relationships Unit 5 - Similarities and Differences? Core 1 Health and Wellbeing Unit 7 Growing and Changing (Big Talk)
<b>AUTUMN 2</b>	Core 2 Relationships Unit 3 Bullying Unit 1 Communication
<b>SPRING 1</b>	Core 1 Health and Relationships Unit 6 Safety Extremism - Planet Parallel
<b>SPRING 2</b>	Core 1 Relationships Unit 3 Nutrition Core 3 Living in the Wider World Unit 4 Economic Awareness
<b>SUMMER 1</b>	Core 1 Health and Wellbeing Unit 5 Emotions  Extremism - Don't be a Sheep
<b>SUMMER 2</b>	Core 1 Health and Wellbeing Unit 1 Physical, Emotional and Mental Health Core 2 Relationships Unit 2 Collaboration  Sex and Relationships - Changing Faces

<b>YEAR 5</b>	
<b>AUTUMN 1</b>	Core 1 Health and Wellbeing Unit 1 Health (Big Talk) Core 3 Living in the Wider World Unit 2 Diversity
<b>AUTUMN 2</b>	Core 1 Health and Wellbeing Unit 4 Emotions (Death and Grief)
<b>SPRING 1</b>	Core 2 Relationships Unit 1 Communication
<b>SPRING 2</b>	Core 2 Relationships Unit 4 Healthy Relationships Sex and Relationships - It must be love! Jeremy Smile
<b>SUMMER 1</b>	Core 1 Health and Wellbeing Unit 2 Nutrition and Food
<b>SUMMER 2</b>	Core 1 Health and Wellbeing Unit 5 Safety Alcohol and Tobacco Core 3 Living in the Wider World Unit 3 Economic Awareness
<b>YEAR 6</b>	
<b>AUTUMN 1</b>	Core 3 Living in the Wider World Unit 1 Rights and Responsibilities Core 1 Health and Wellbeing Unit 1 Health (Big Talk) Sex and Relationships - Sexplanations, Trans:Across
<b>AUTUMN 2</b>	Core 2 Relationships Unit 3 Similarities and Differences Sex and Relationships - Sexplanations, Trans:Across
<b>SPRING 1</b>	Core 1 Health and Wellbeing Unit 3 Aspirations
<b>SPRING 2</b>	Core 2 Relationships Collaboration
<b>SUMMER 1</b>	Core 1 Health and Wellbeing Unit 5 Drugs Substance Abuse
<b>SUMMER 2</b>	Extremism - That's so gay! Easily influenced, Ground Zero Core 3 - Living in the Wider World Unit 4 Enterprise

### **Year group progression skills.**

As part of the ongoing curriculum review the progression documents and the allocation of coverage for each year group is currently under review and this will be finalised during the 21/22 academic year. An example of the overall progression for PSHE is included below.

PSHE Over-Arching Skills Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils can say what they like or dislike about a topic.</p> <p>Pupils are beginning to show some understanding of another child's likes or dislikes.</p> <p>Pupils can draw pictures about their feelings.</p>	<p>Pupils can give their opinion about a topic.</p> <p>Pupils listen to another's opinion.</p> <p>Pupils can explain and write about drawings about their feelings.</p>	<p>Pupils can give their opinion about a topic and they can give a reason for their opinion.</p> <p>Pupils listen and understand another's opinion.</p> <p>Pupils can describe their feelings using drawings and writing.</p>	<p>Pupils can give their opinion about a topic and they can give a justified reason for their opinion.</p> <p>Pupils listen, understand and respect another's opinion.</p> <p>Pupils can describe their feelings and begin to understand why they have those feelings.</p>	<p>Pupils can give justified evidence for their opinion and understand that evidence can be given for an alternative opinion.</p> <p>Pupils are beginning to understand how to link ideas in a debate.</p> <p>Pupils can describe their feelings and understand why they have those feelings.</p>	<p>Pupils can discuss evidence for their opinions and can explain evidence that could be given for an alternative opinion.</p> <p>Pupils can link ideas in a debate around a topic.</p> <p>Pupils can describe their feelings and explain why they have those feelings.</p>
<p>Like</p> <p>Dislike</p> <p>Listen</p> <p>Understand</p> <p>Feelings</p>	<p>Emotions</p> <p>Opinion</p> <p>Empathy</p>	<p>Reason</p> <p>Explanation</p>	<p>Justify</p> <p>Respect</p> <p>Opposite</p>	<p>Cause</p> <p>Evidence</p> <p>Alternative</p> <p>Debate</p>	<p>Argument</p> <p>Link</p> <p>Support</p> <p>Discussion</p>