

## A Policy for Personal, Social, Health Education

### Rationale

While PSHE is a non-statutory subject, the National Curriculum framework document states that:

*'All schools should make provision for PSHE, drawing on good practice.'*

Along with the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is 'an important and necessary part of all pupils' education' and that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

As a school we are committed to ensuring we meet the individual needs of the whole child and recognise the importance of PSHE in delivering this entitlement.

### School Mission Statement

An Inclusive Community Inspiring Lifelong Learners

### School Aims

- We provide a secure, safe and nurturing environment where children flourish.
- We provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.
- We provide a broad and balanced curriculum that inspires children to maximise their potential.
- We promote mutual respect, understanding and tolerance so enabling children to embrace diversity.
- We foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.
- We enable children to develop self-confidence, resilience and independence taking ownership of their learning and enabling them to meet future challenges.

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- We promote professional relationships and mutual respect between all members of the school community thus modelling positive behaviours and attitudes for our children.
- We will keep the school at the heart of the local community, collaborating for mutual benefit to create and sustain positive opportunities for all.

**Purpose**

The purpose of this policy is to show how the school will aim to provide a curriculum that supports PSHE and meets the whole school aims. A curriculum that promotes these elements can:

- Raise pupils' confidence and self-esteem by reminding pupils and teachers of the importance of respecting everyone as an individual and appreciating effort
- Offer an especially supportive climate for learning
- Provide a foundation for acquiring the skills needed to learn and grow up at ease with oneself
- Increase pupils' motivation and deepen their understanding through providing relevant opportunities for 'real-life' learning
- Improve pupils' ability to reflect on and become responsible for their own learning
- Reduce the chances that pupils' education will be interrupted or impaired eg by fear of bullying or the effects of drug misuse

**Guidelines**

We acknowledge the importance of a whole school approach and our considerations need to take into account the following aspects.

1. School organisation and management, for example, the extent to which pupils have opportunities to participate in decisions about their schooling, pupil representation on committees and the style of leadership in the school.
2. The school environment – the condition of pupils' surroundings, the use made of playgrounds and other spaces, the quality of eating areas and the safety of the premises.
3. Relationships with parents and other members of the community, their involvement in the life of the school and how they may benefit from it.
4. The use of people and organisations in the community, health professionals, local employers and specialist organisations who can help pupils and extend their horizons.

5. Policies central to the pupils' health and well-being such as PSHE, sex education and relationships, drugs, child protection, anti-bullying, health and safety, teaching and learning, equal opportunities etc.

### Planning and Delivery of PSHE

PSHE is identified in the school curriculum and has seven clear areas of learning:

- Families and Care
- Growing and Changing (*See the policy 37. SRE for more details*)
- Keeping Clean, Healthy Living
- Positive relationships (*See the policy 37. SRE for more details*)
- Keeping Safe inc Drug Education (*See the policy 58. Drug Education for more details*)
- First Aid
- Keeping Safe online (*see 38. Computing policy*)

Through PSHE we aim to address the School Essentials (ALPS) which are the drivers for our curriculum that will enable us to shape learning around the needs and wants of our school and its community. We aim to be an 'Inclusive Community inspiring Lifelong learners'.

### Core Drivers

*Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and our children.*

- ✓ **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- ✓ **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- ✓ **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- ✓ **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

### **How it will be organised and covered**

Each area within PSHE has specific objectives broken down for each year group to be delivered throughout the year. These can be found in the school's own curriculum document. Outside of these areas, PSHE opportunities are taught on a regular basis through other curriculum areas and by staff modelling behaviours, providing emotional support and through engaging with theme day such as Anti-Bullying Week and Safer Internet Day. The PSHE curriculum is delivered as appropriate through various means including:

- Whole school Sex and Relationship Education (SRE days)
- Topic work
- School trips and visits
- Visitors from outside agencies
- Assemblies
- Philosophy for Children
- Whole school focus or celebration days
- The offer of extra-curricular activities

Additional activities may be planned when a specific PSHE need has been identified within a class or whole school.

### **Philosophy for Children**

Philosophy for Children (P4C) is a teaching technique used to allow children to discuss, debate and challenge assumptions and to engage with thinking at a deeper, more meaningful level. All classes engage with discrete P4C sessions linked to PSHE or use the technique to understand, explain, challenge and reason in other areas of curriculum.

### **Conclusion**

PSHE is an important part of our school curriculum either as a discrete subject or embedded in daily activities. It is a central mechanism for achieving the whole school aims and mission statement. Through engaging with and participating in PSHE children can develop skills to flourish and 'Make a Difference' to themselves and others.

**Reviewed:** January 2022

**Review cycle:** Every 3 years

**Next review:** January 2025

PSHE Curriculum Overview

Learning Intent						
Healthy Living (Keeping Clean)	Drug Education and Keeping Safe	Keeping Safe Online	Positive Relationships	Growing and Changing	Families and Care	First aid
<p>Looking after our Mental Health and Well Being</p> <p>Keeping physically active</p> <p>Importance of eating fruit, vegetables and water and less sugar</p> <p>How do we keep clean?</p>	<p>Importance of rules for safety and listening to people we trust</p> <p>Importance of not eating something when we do not know what it is</p>	<p>Telling an adult if we have a problem</p> <p>Using technology safely</p>	<p>How do we like to be treated? How should we treat others.</p> <p>Bullying Prevention</p> <p>No outsiders</p>	<p>Understanding how they have changed from a baby to starting school.</p>	<p>To consider what constitutes a family and what our families do for us.</p>	<p>First Aid – telling an adult, managing a problem</p>
<p>Looking after our Mental Health and Well Being</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – Eat Well Plate, keeping hydrated (water)</p> <p>To understand some basic hygiene principles including handwashing</p>	<p>Importance of rules for safety and listening to people we trust</p> <p>Medicines and people who help us</p> <p>Feeling unwell and the role of medicine and staying safe</p>	<p>Internet Safety</p> <p>How to use technology respectfully and stay safe</p> <p>How to make right choices - What to do if you find something inappropriate</p>	<p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To introduce the concept of growing and changing – birth to adult</p> <p>Stages of human lifecycle</p>	<p>To consider what constitutes a family and what our families do for us.</p> <p>To explore different types of families</p> <p>To know there are different types of families</p> <p>To know who you can ask for help</p>	<p>First Aid – telling an adult following an accident</p> <p>people who help us, how to dial 999</p>

<p>Looking after our Mental Health and Well Being</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – Eat Well Plate, keeping hydrated (water)</p> <p>To further extend understanding of basic hygiene principles including reducing spreading of germs –keep body clean</p>	<p>Importance of rules for safety and listening to people we trust</p> <p>Keeping Safe – Hazardous Substances Staying safe around household substances</p>	<p>Is it true? – emails/chats, look at forums</p> <p>Privacy of personal information Password safety – why?</p> <p>How to make right choices - What to do if you find something inappropriate</p>	<p>Online Relationships</p> <p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To extend the concept of growing and changing – birth to adult</p> <p>Male and female growing and changing</p>	<p>Challenging Male/female stereotypes</p> <p>What makes a family?</p>	<p>First Aid – telling an adult, managing a problem</p> <p>people who help us, how to dial 999</p>
<p>Looking after our Mental Health and Well Being - – managing anxieties</p> <p>Physical Health – importance of exercise, , keeping hydrated (water)</p> <p>Healthy Eating – a balanced diet</p> <p>Germs in food and keeping clean</p>	<p>Importance of rules for safety</p> <p>Learning about smoking and its effects on the body</p>	<p>What information do we need to keep private and why? Importance of sharing information with adults we trust</p> <p>Cyberbullying Online safety rules</p> <p>How to report concerns?</p>	<p>Online Relationships with people we know</p> <p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p> <p>To consider appropriate touch and understand personal space</p>	<p>To consider the difference between boys and girls</p> <p>To begin to challenge gender stereo typing</p>	<p>To reinforce what makes a family</p> <p>To explore different families and understand that all families are different</p>	<p>What can we do if we have an accident?</p> <p>Basic first aid, importance of hand washing including cleaning small wounds.</p>

<p>Looking after our Mental Health and Well Being - – managing anxieties</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet, , keeping hydrated (water)</p> <p>Oral Hygiene</p>	<p>Importance of rules for safety</p> <p>Learning about alcohol and how it affects the body</p>	<p>What is a strong password?</p> <p>What information do we share and why?</p> <p>Age restrictions and why?</p> <p>How to report concerns?</p> <p>Communicating online - if you can't say anything nice, don't say anything at all</p>	<p>Online Relationships – keeping safe in online environments</p> <p>Caring Friendships</p> <p>Respectful Relationships</p> <p>To further consider touch and know that a person has the right to say what they like and don't like</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To explore the human life cycle</p> <p>To recognise what people can/can't do at different stages of the life cycle and emotions</p> <p>To know that boys and girls develop at different rates and the need for personal space</p>	<p>To explore different families and understand that all families are different – including foster families and adoption</p>	<p>First Aid – dealing with common injuries, cuts and bruises, head bumps</p>
<p>Looking after our Mental Health and Well Being – managing anxieties</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To know how to stay clean during puberty</p> <p>To know how our emotions can be affected during puberty and who can help us</p>	<p>Importance of rules for safety</p> <p>To know that drugs made changes to the body – some are legal and others illegal</p> <p>Be able to recognise substances that made changes to the body including caffeine, tobacco, alcohol, medicines as well as some illegal drugs (led by children)</p>	<p>Recognise bias / inaccuracy</p> <p>Website validity</p> <p>How to search effectively</p> <p>Respectful comments/feedback</p> <p>Communicating online – what is said cannot be unsaid</p> <p>Spam</p> <p>How to report concerns?</p>	<p>Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p> <p>Establishing clear protocols for online relationships and what to do if these are compromised</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating others as we would like to be</p>	<p>To know some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To know the scientific terms associated with female and male body parts</p> <p>To know that puberty can be a confusing time for some young people and this is normal , it is important to share these anxieties with people they trust</p>	<p>To explore different families and understand that all families are different – including civil partnerships, divorce, step-families</p> <p>To know that some people associate more with the opposite gender and may choose to live their lives as such - transgender</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p>

Body image			treated No Outsiders Bullying Prevention			
<p>Looking after our Mental Health and Well Being – managing anxieties</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To reinforce how to stay clean during puberty</p> <p>To reinforce how our emotions can be affected during puberty and who can help us</p>	<p>Importance of rules for safety</p> <p>Preventing early use of substances – managing peer pressure</p>	<p>How to present yourself online</p> <p>How to report abuse</p> <p>Different forms of technology</p> <p>Impact on others of cyberbullying</p> <p>How to be responsible</p> <p>How to report concerns?</p>	<p>Online Relationships - protecting your identity and ensuring personal safety at all times</p> <p>Recognising own accountability and responsibility, making the right choices</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating people online as you would face to face</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To revisit some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To extend some of the ways out body changes including periods, wet dreams, erection</p> <p>To consider reproduction and how babies are made</p>	<p>To know that our emotions change during puberty and we become more aware of our own image and the opposite sex</p> <p>To understand when it is appropriate to form intimate relationships with the opposite sex</p> <p>To consider reproduction in the context of a loving relationship – we might be able to create a baby but not able to give the baby everything it needs</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p> <p>What to do if an accident happens without immediate adult support</p>



