



# PSHE Policy

(including Relationships  
Education)

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## Rationale

Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

- 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 policy covers our school's approach to PSHE and how we promote our pupils' understanding and development of health and well-being, relationships and living in the wider world. It has been written to ensure we are meeting the requirements of the National Curriculum 2014, which includes a non-statutory framework for Personal, Social and Health Education (PSHE) and Citizenship at KS1 and 2.

As a school, we will use the statutory content within the National Curriculum, SEAL resources, advice from the PSHE Association and other guidance on: drug education, financial education, relationship and sex education (RSE) [RSE Guidance](#) and the importance of physical activity and diet for a healthy lifestyle.

## Ethos

As a Church of England school, our Christian vision and values are central to all we do. Our PSHE curriculum, with a focus on health and well-being, relationships and living in the wider world is intrinsic within all aspects of our broad curriculum and incorporates Values Education and SMSC. We place paramount importance on every child feeling happy and safe and being able to develop the understanding of how to look after their own well-being through reflection and living life in all its fullness.

## Intent

At our school we want resilient pupils who are tolerant, empathetic and have a strong sense of their own identity. Pupils who are able to manage their own emotions and know where to seek help if they need to. We want pupils to learn the skills needed to lead healthy, safe and balanced lives where they can be responsible members of society and reflect on their own choices. We want pupils to have a sound understanding of what constitutes positive, healthy relationships, be able to recognise unhealthy relationships and know what to do and where to get help. We want pupils to be able to manage risk and cope with transition and change.

## What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social, health and economic understanding and development. It gives children the knowledge, skills and attributes they need to keep themselves healthy and safe, develop healthy relationships, learn protective behaviours, develop tolerance of and respect for differences, and make the most of their own abilities and those of others. Through this subject, children also develop the understanding of how to play an active role as members of a democratic society, to develop independence and responsibility and begin to learn financial capability. Our PSHE programme, adapted from the PSHE Association, promotes children's personal, social and economic development as well as their health and well-being. It comprises of three core themes; health and well-being, relationships and living in the wider world. The statutory guidance for Relationships Education is covered within the strand of 'relationships'.

## Aims

Our PSHE curriculum is broad and balanced, ensuring that it;

- promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- allows pupils to learn about how to keep healthy and safe, emotionally (mentally) and physically;
- informs pupils about what a 'healthy' and 'unhealthy' relationship is in different contexts and how to get help
- encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

The aims of our PSHE curriculum is to enable pupils to achieve the following;

### **Health and Well-being**

- know and understand what constitutes a healthy lifestyle
- how to maintain physical, mental and emotional health and well-being
- to recognise safety issues including how to respond in an emergency
- know how to manage change including transition, puberty and loss
- to make informed choices about health and well-being and where to find help

### **Relationships**

- know how to develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- know how to recognise and manage emotions within a range of relationships
- know how to recognise risky or negative relationships, including all forms of bullying and abuse and ask for help
- know how to respect equality and diversity in relationships

### **Living in the Wider World**

- know the importance of responsible behaviours and actions
- be responsible and independent members of the school community
- be positive and active members of a democratic society
- know about the importance of respecting and protecting the environment
- develop self-confidence and self-esteem and make informed choices regarding social and personal issues
- develop good relationships with other members of the school and wider community
- know about where money comes from, keeping it safe and the importance of managing it effectively

## Implementation and Delivery

We have adopted and adapted the PSHE Association's scheme of work where the curriculum is planned and taught through a spiral programme of recurring themes, which pupils experience every year. This means that learning is progressively deepened as the level of demand increases.

Our PSHE education takes place as weekly one hour lessons per year group. It will be taught as a discrete subject that includes circle time, discussion, group work, role-play, problem solving, debating, and reflection.

- Much of the curriculum is delivered through oral and practical activities.
- PSHE sessions will support the implementation of our behaviour policy where individuals are encouraged to take personal responsibility to their behaviour choices.
- When teaching PSHE all teachers take into account the targets set for the pupils in their Send Support Plans (SSP's).
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- All pupils will experience the democratic process through the use of our school council and our Eco council and be given opportunities to influence the direction of their school. Both of these councils have representatives from each year group.
- We will give older pupils specific responsibilities such the role of Playground Buddies and Play Leaders to develop their self-confidence and maturity.
- We will support charity appeals as a whole school and encourage pupils to be proactive in understanding 'living in the wider world'
- All members of staff will understand and support the need to act as good role models in the way they relate to each other, their pupils and visitors to the school.

### **Early Years Foundation Stage**

Personal, Social and Emotional Development is one of the three Prime Areas and we teach this as an integral part of the topic work covered during the year through the Reception objectives and the Early Learning Goals (ELGs). All areas of learning are important and inter-connected, but the PSED area is vital for building their capacity to learn, form relationships and thrive.

### **The Early Years Framework states that:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**It splits this Prime Area into 3 strands:**

### **Self-regulation:**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing self:**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building relationships:**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

A child must achieve the age related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.

Our provision is further enriched by:

- whole school collective worship
- our Values Education curriculum
- ensuring SMSC is identified across the curriculum and highlighted on all planning
- planned enrichment days
- visits from outside agencies to promote specific issues such as anti-bullying, first aid or mental health
- school trips to enhance cultural capital and promote personal safety issues
- offering 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 community.
- Weekly Celebration Worship celebrates personal achievement, good attendance and rewards positive, caring behaviour.

## PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Circle Time Skills Belonging Sharing turn/ taking	Friendships Anti-bullying	Golden Rules; reasons for rules Right and wrong How to behave accordingly Healthy Living	Relationships What I am good at	Emotional health and well- being; coping with loss Fair and unfair	Changes; Transition
Year 1	Class rules Rights and responsibilities Feelings and emotions Healthy relationships Keeping safe	Anti-bullying Keeping safe	Conflict resolution Setting goals Celebrating strengths	Personal hygiene Medicines/ household products People who help us in the community	Communicating emotions Growing and changing Rights and responsibilities	Choices Change and loss Asking for help
Year 2	Class rules Rights and responsibilities Conflict resolution Setting goals	Anti-bullying Fair/unfair behaviour Keeping safe physically	Change and loss Asking for help Conflict resolution Similarities Emergencies and the community	Personal hygiene/ cleanliness Likes and dislikes	Money Growing and changing	Being unique Asking for help and staying safe Secrets and surprises Acceptable and unacceptable physical contact
Year 3	Class rules Managing feelings	Anti-bullying Valuing difference Online safety	Conflict resolution Setting goals Celebrating strengths Secrets and surprises	Healthy lifestyles Managing feelings Asking for help	Healthy relationships Valuing difference Rights and responsibilities including in our environment	Setting goals Celebrating strengths Change and loss Habits
Year 4	Class rules Managing feelings Well-being	Anti-bullying Online safety	Difference and discrimination Stereotypes	Health and well- being Money	Rights and responsibilities including in our environment Keeping safe (managing risk)	Celebrating achievements Online safety Puberty and emotional change Transition

### Cross Curricular Links

Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.

Links are also made with PSHE in whole school enrichment days such as Values Days, Science events and International Schools days.

### Assessment

It is important for our pupils to have opportunities to reflect on their learning as a raised awareness of their progress can increase their motivation. Therefore, teachers use opportunities for assessing the pupils' understanding, knowledge and skills such as, observation, discussion, questioning, presentations, mind maps, leading or teaching younger children and participation in groups. Allowing children time for personal reflection during the school day is a vital aspect of the assessment process.

From Key Stage 1, pupils are encouraged to reflect on their learning both prior to starting a topic or unit of work and at the end of that unit of work by completing a reflection grid of 'I can' statements. These statements are linked to the learning intentions of the topic or unit of work and help the pupils to consider their confidence within that topic. Pupils will use the same reflection grid at the end of a unit work but use a different colour so that progress can be identified. This gives immediate feedback about a pupil's learning and aids the reflection process.

Teachers have clear expectations of what the pupils will know, understand and be able to do within each Key Stage. We keep a record of children's skills in this subject, which we discuss, as necessary, with parents during Parents' Consultations. We report on PSHE to parents in the annual school report.

Children's attributes and skills will be recognised in line with school policy e.g. Values leaves and the perseverance, determination and/or resilience star during our weekly Celebration worship.

### Monitoring and Evaluation

The PSHE subject leader is responsible for monitoring the operation of this policy. Progress is reported annually to the head teacher and the Curriculum and Pupils sub committee of the Governing Board.

### Equal Opportunities

All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and each child will have equal access to the PSHE curriculum regardless of ability, gender or ethnicity.

### Other Points of Reference

Behaviour Policy

Safeguarding Policy

Anti-Bullying Policy

Relationships and Sex Education Policy

Drugs Education Policy

Equal Opportunities Policy

e-Safety Policy

Diversity and Community Cohesion Policy

Mental Health and Well-Being Policy

Values Education Policy

Spiritual, Moral, Social and Cultural Education Policy