



Personal, Social,
Health and Economic
(PSHE) Education
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November 2016

CHASING HORIZONS

Contents

Introduction	1
Rationale	1
Benefits.....	1
Aims	2
Organisation	3
Implementation.....	3
Harassment and Bullying.....	3
Assessment.....	4
Creating a safe space	4
E-safety	4
Confidentiality and Child Protection	4
Answering Difficult Questions	5
Use of visitors in the classroom.....	5
Monitoring and Evaluating the Policy	5
Appendix: PSHE curriculum overview	6

Introduction

This policy covers our school's approach to PSHE education. The policy has been informed by a needs assessments with year groups, classes and class teachers.

The policy ensures that staff, parents and carers are clear about the statutory requirements of supporting pupil wellbeing and understand their responsibility to implement it. Parents and carers will be informed about the policy through the school's website and newsletters.

This policy has been informed by the following guidance documents:

- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- PSHE Association Guidance (2014 and 2015)
- National Healthy School Standard Guidance (DfEE 1999)
- Science Programmes of Study KS1 and KS2 (DfE 2013)
- Sex & Relationship guidance DfEE 7/2000
- National Curriculum in England Key Stages 1 and 2 Framework Document (DfE 2013)
- Current child protection guidance and the school's safeguarding policy including policies relating to e-safety and preventing extremism and radicalisation
- The school's behaviour and equalities policy

This policy should also be read alongside the Sex and Relationships Education Policy, which can also be found on the school website.

Rationale

The PSHE education programme promotes our school's ethos, which emphasises a caring and considerate atmosphere. It develops respect for individuals and values achievements of everyone. It encourages attitudes which we hope, in practice, will enable children to make a positive contribution to, and live harmoniously with, others in the community.

Our PSHE programme aims to support pupils' spiritual, moral, cultural, physical, mental and economic development in a rapidly changing world. It enables pupils to make sense of their world and promotes opportunities for pupils to reflect on themselves and develop strategies to deal with difficult situations. It enables pupils to make informed, healthy and safe choices throughout their development and to achieve their fullest potential.

We will use PSHE education as a vehicle to promote equality and celebrate diversity. We strive to be sensitive to the different needs of individual pupils and support and promote the achievements and confidence of all pupils. Recognising everyone's success in a happy, creative environment where differences are valued is a key aim our school.

Benefits

There is a range of evidence "that good PSHE can improve academic performance and employability, while making a crucial contribution to pupil health, safety and wellbeing." (Jonathan Baggaley, PSHE Association Chief Executive, PSHE Association newsletter 7th October 2016)



Aims

“Every child, no matter what their background, should receive an education that opens doors to their future and prepares them to realise their potential in adult life. Central to achieving this is ensuring that young people develop the body of knowledge and skills that allows them to succeed not just in modern Britain but in the modern world.” - Rt Hon Nicky Morgan MP, Secretary of State (2016)

PSHE Education runs through the life of our school. In addition, our PSHE Curriculum uses an integrated, consistent and progressive approach which takes into account the ability, age, readiness and cultural backgrounds of pupils to ensure that all can fully access the provision. Like other subjects, PSHE education gradually builds key concepts and skills through topics that are relevant to pupils' age and stage of development, providing opportunities for pupils to learn about:

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Relationships

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

Living in the wider world – including Economic wellbeing and being a responsible citizen

- About respect for self and others and the importance of responsible behaviours and actions
 - About rights and responsibilities as members of families, other groups and ultimately as citizens
 - About different groups and communities
 - To respect equality and to be a productive member of a diverse community
 - About the importance of respecting and protecting the environment
 - About where money comes from, keeping it safe and the importance of managing it effectively
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- How money plays an important part in people's lives
- A basic understanding of enterprise

Organisation

The Personal Social and Health Economic education programme will be led by the Senior Leadership Team. It will be taught by class teachers with support from a PSHE/Health and Wellbeing specialist, June Fraser, using the school's PSHE scheme of work. Some PSHE education will be taught explicitly in discrete lessons. Other objectives will be embedded into the curriculum. PSHE education also informs our whole-school ethos and approach to whole-school assemblies.

The scheme of work is delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, knowledge and attitudes. We will ensure that learning starts from where pupils are by conducting needs assessments and consulting with class teachers about the needs of their class. We will ensure that PSHE lessons remain positive in tone by valuing pupils' contributions and correcting misconceptions in a sensitive and supportive manner.

We encourage and support the partnership between home and school in supporting children's wellbeing and in helping children to develop and apply the knowledge, skills and strategies they learn in PSHE.

If parents would like more information, they are encouraged to speak to their class teacher or a member of the Senior Leadership Team.

Implementation

Implementation of the Personal Social and Health Economic Education Policy is via:

- PSHE education Scheme of work (Key Stage One and Key Stage Two)
- Discussions, stories and videos (a 'question box' will be available to ask questions anonymously in some activities).
- National Curriculum Science Programmes of Study for KS1 and KS2.
- Assemblies / PSHE curriculum / Circle Time.

PSHE education incorporates the development of skills that will support children's transition through to secondary school and their adult life: self-esteem, independence, responsibility, safety and protection.

Learning opportunities do not only take place through the taught curriculum. Learning opportunities occur through all aspects of school life, including:

- Opportunities for social interaction and development in the classroom, playground, dining centre, extra-curricular activities and school visits.
- Quality of feedback given to pupils on their pastoral and academic achievements.
- ICT/Computing curriculum and when using ICT equipment in the classroom, particularly in supporting pupils to recognise ways that they could put themselves at risk through the use of technology.

Harassment and Bullying

Pupils come from a variety of backgrounds and are entitled to learn in a supportive environment, free from fear. Schools have a duty to ensure that teaching is accessible to all children and young



people, including those who are lesbian, gay, bisexual or transgender (LGBT) or who have LGBT families. The inclusive approach the school takes to the teaching of PSHE education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable. All staff strongly oppose discrimination and harassment of any kind, including homophobia. These incidents are dealt with and monitored in accordance with our Behaviour and Equal Opportunities Policies.

An understanding of human difference is an important aspect of education and will be given priority in our school.

Assessment

Schemes of work for PSHE education have been developed to include learning objectives and assessment opportunities to enable the teacher to make judgements about pupils' learning and progress.

Creating a safe space

Since PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by starting every PSHE lesson with clear 'ground rules' and ensuring that teachers are familiar with our confidentiality and child protection procedures.

We will ensure that, where pupils indicate explicitly and implicitly that they may be vulnerable and at risk, they will get appropriate support from the class teacher and, if necessary, the child protection lead.

E-safety

In all appropriate lessons, pupils are reminded of the importance of e-safety and how to keep themselves safe online. A range of lessons in the PSHEE curriculum include opportunities to reflect on what children should do if they come across a situation in real life and/or online that makes them feel uncomfortable or upset. Children are reminded of the importance of sharing any concerns with a trusted adult and are also regularly signposted to organisations such as ChildLine.

Confidentiality and Child Protection

Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Should there be any concerns about any individual; the member of staff will share their concerns with a member of the Senior Leadership Team, SENCO or Family Services Team (Designated Persons for safeguarding and child protection). The Designated Person will then act in accordance with the school's Safeguarding (Child Protection) Policy.



Answering Difficult Questions

If a child asks a difficult question, the adult will use their professional judgement in deciding how to answer it in an age-appropriate way. This may be through class discussion, individual discussion or encouraging the child to talk to his / her parent or carer. It may be necessary for teachers to ask a child to wait for an answer in order for the teacher to consult the school's leadership team.

A questions box will be provided for pupils to post any questions they may feel uncomfortable asking in an open setting.

Use of visitors in the classroom

Visitors to the classroom can bring their expertise or personal experience to enrich pupils' learning. We will ensure external contributors' input is part of our planned programme, enhancing learning objectives and outcomes agreed in advance. Teachers will always be present to manage the learning and support with classroom management.

Visitors will be requested to respect the ethos of our school by familiarising themselves with policies and/or practices that are relevant to their visit for pupils' safety and welfare. In particular, while visitors are working in the classroom, they will be made aware that they will be bound by the school's confidentiality and safeguarding policy.

Monitoring and Evaluating the Policy

It is the governors' responsibility to ensure that the policy is used as a guide for good practice, reviewed at least every three years or in light of any significant development which may affect PSHE education. At that time, the policy may be revised to reflect the needs of all pupils.

The whole school community will be consulted about the implementation of the policy to see how it is supporting, informing and meeting the needs of the pupils. One method of evaluation used is the Annual Parents' Questionnaire (Summer Term).

November 2016

Review Date: November 2019

This policy should be read alongside the following federation policies:

Sex and Relationships Education Policy
Safeguarding (Child Protection) Policy
Anti-bullying Policy
Behaviour Policy
Equalities Policy



Appendix: PSHEE (Personal, Social, Health and Economic Education) Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Living and Growing	Managing Change Coping with Loss	Safety	Safety
	<i>Awareness of feelings Keeping well and clean</i>	<i>Friendships Being yourself Celebrating difference</i>	<i>Parts of the body Growing and changing</i>	<i>Awareness of feelings Managing change – losing and finding</i>	<i>Drug Education: staying safe Feeling unsure and making choices Road safety</i>	<i>Growing up How trusted adults help us</i>
Year 2	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Living and Growing	Managing Change Coping with Loss	Safety	Safety
	<i>Exercise and nutrition to look after our bodies and minds Hygiene</i>	<i>What is bullying? Turning bullying around Treating Others Fairly</i>	<i>Parts of the body Naming body parts: differences between boys and girls Keeping our minds and bodies fit and healthy</i>	<i>Making and breaking friendships Loss and bereavement</i>	<i>Drug Education: staying safe Stranger Danger Road safety</i>	<i>Identity Feeling safe How trusted adults help us</i>
Year 3	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Living and Growing	Different Families, Same Love	Safety	Safety
	<i>Emotions and feelings Coping with pressure Managing loss</i>	<i>Looking after others What makes a true friend? Healthy relationships: secrets Staying safe on the internet</i>	<i>Understanding negative feelings (including feeling sad) Naming body parts: differences between male and female</i>	<i>Challenging stereotypes Understanding family differences</i>	<i>Accidents and prevention Drug Education: staying safe Keeping safe in the community</i>	<i>Identity Feeling safe How trusted adults help us Making safe decisions</i>
Year 4	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Different Families, Same Love	Living and Growing	Safety	Safety
	<i>Understanding and managing strong feelings Being assertive and positive decision-making</i>	<i>The role of the bystander in bullying Taking responsibility Feeling left out and feeling included</i>	<i>Challenging stereotypes Understanding family differences Understanding feelings of loss and separation</i>	<i>Growing and changing Understanding changes that take place during puberty E-safety: being share aware</i>	<i>Feeling and Staying Safe Accidents and Prevention Drug Education: understanding the dangers of alcohol</i>	<i>Feeling safe How trusted adults help us Making safe decisions Peer Influence</i>
Year 5	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Respectful relationships now and in the future	Different Families, Same Love	Living and Growing Staying safe	Safety Friendships Managing change and loss
	<i>Hygiene Setting personal goals Healthy lifestyles: looking after one's body and mind</i>	<i>Our conscience and empathy in decision making Asking for help Cyberbullying</i>	<i>Gender differences and stereotypes Challenging prejudice and discrimination Respectful relationships</i>	<i>Challenging stereotypes and celebrating diversity Understanding family differences</i>	<i>Puberty Staying safe online: being share aware</i>	<i>Rights, responsibilities and respect in friendships Building good friendships Coping with change and loss</i>
Year 6	Healthy minds and healthy bodies	Anti-bullying Positive Friendships	Safety	Managing Change	Living and Growing Staying safe	Relationships Managing change and loss
	<i>Setting personal goals Developing positive self- confidence Respecting yourself and respecting others including those of a different gender, race, religion etc.</i>	<i>Making positive decisions Rights and responsibilities within our communities Understanding the consequences of bullying E-safety: cyberbullying and grooming</i>	<i>Staying safe Resisting temptation Drug Education</i>	<i>Managing strong feelings including disappointment</i>	<i>Puberty and reproduction</i>	<i>Coping with change and loss Rights, responsibilities and respect in friendships Asking for help</i>

PSHE Education Curriculum Additional Information

There are lesson plans for approximately 2 – 3 hours of delivery per half-term. This can be organised across the timetable so as to best meet the needs of individual classes, as well as to allow opportunities for personalised extension activities within specific classes.

The final lesson of each half-term is a reflection/self-assessment activity. In Year 1 and 2 this will be carried out as a whole class and recorded in the class book. In Year 3 and 4 this will be carried out in small groups and fed back as a whole class. In Year 5 and 6 this will be carried out independently and fed back in small groups or as a whole class.

In each half-term there will also be a whole-school/key stage assembly linked to the theme

In addition to the above, there are also areas within the PSHE curriculum under 'living in the wider community' that will be covered through coverage across other curriculum areas as well as through whole school events and trips

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Understanding the role of the emergency services Looking after our environment Money awareness Developing an understanding of community (school community) Special days and celebrations across different communities, cultures and countries	Developing an understanding of democracy (school council, councillors, MPs) Looking after our environment (recycling and understanding where things come from) Developing an understanding of community (our role within our community; striving working towards ideals) Charities and fundraising	Developing an understanding of democracy (understanding how decisions are made, debate) Money awareness (saving and our relationship/responsibilities with money) Developing an understanding of community (the global community; working together to end e.g. poverty, children not accessing education etc.) What does it mean to be a citizen of the UK?

