



PSHE Policy

St Anne's Fulshaw CE Primary School
PSHE Policy

Personal, social and health education (PSHE) provides children with the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. While pupils will bring different experiences and levels of knowledge and understanding to issues explored through PSHE education, it is vital that they make connections between their prior learning and their present and future real life experiences in order to develop and grow.

From September 2020, Relationships Education and Health Education both became statutory in Key Stages One and Two. At St Anne's Fulshaw CE Primary School we have also opted to include Relationships and Sex Education in our PHSE curriculum for children in upper Key Stage Two.

Aims

We believe that high quality PSHE enables children to

- become healthier, more independent and more responsible members of society
- be able to play positive role in contributing to the life of the school and of the wider community
- develop their own sense of self-worth
- learn about both their rights and their responsibilities and about what it means to be a member of a diverse multicultural society
- understand how to maintain good physical and mental health
- develop the skills to recognise and maintain positive and nurturing relationships
- develop an informed and positive attitude to physical and emotional changes brought about by puberty and growing up

Curriculum opportunities

We teach elements of PSHE in the EYFS as an integral part of topic work, linking experiences to the appropriate areas of learning and ELGs. Links are especially strong within PSED and Understanding the World, and securing good understanding within these areas of learning provides solid foundations for the Key Stage One and Two units that follow.

From Year 1 to Year 6, through relationships education, pupils learn about the characteristics of positive relationships including:

- families and close positive relationships
- friendships
- managing hurtful behaviour and bullying
- safe relationships
- respecting themselves and others

From Year 1 to Year 6, through health and wellbeing education, pupils learn about:

- choosing healthy lifestyles (physical wellbeing)
- what it means to have good mental health
- their bodies – growing and changing
- keeping safe
- drugs, alcohol and tobacco

In Year 6, through relationships and sex education, pupils learn about:

- themselves as individuals and how they are growing and changing
- physical and emotional changes that happen as puberty is approaching
- the process of reproduction and birth as part of the human life cycle (including that there are ways to prevent a baby being made)
- where to get more help and advice about growing, changing and puberty
- new opportunities and responsibilities that increasing independence may bring

- the promotion of personal safety and wellbeing
- predicting, assessing and managing risk
- peer pressure and consent

In line with the PSHE Association's detailed programme of study, we have also included another unit, taught across Key Stage One and Two, called Living in the Wider World. From Year 1 to Year 6, in this strand, children will learn:

- about shared responsibilities
- what a community is and what it means to be part of one
- what constitutes media literacy and digital resilience
- about economic wellbeing (money)
- the importance of economic wellbeing – aspirations, work and careers

Teaching and Learning Approaches

The PSHE curriculum is delivered throughout the school in a variety of ways including group work, collaborative learning, circle time, debate, discussion, role play and the use of outside agencies. Specific issues and challenging questions may be dealt with honesty and in age-appropriate ways as they occur. These may include bereavement, divorce, friendship issues and world affairs. Our personal knowledge of the children and their families allows us to recognise and deal with issues and challenges sensitively, as they arise.

All staff members are responsible for promoting the school's positive ethos and modelling desirable behaviours which support PSHE and related discussion where necessary. Learning through PSHE is further explored through assemblies, extra-curricular activities, the use of visitors, theme days, P4C and circle time, which all support the planned curriculum (Appendix 1).

SEND

PSHE must be accessible for all pupils. High quality teaching and differentiated resources may be necessary to ensure that pupils with SEND can have access to the information necessary to support their knowledge, understanding and development. When teaching PSHE, teachers take into account the needs of all the children, their life experiences and any issues that need to be handled sensitively. As some pupils with SEND are more vulnerable to exploitation and abuse, it is vital that we offer a more tailored approach for them to ensure that they have the skills and understanding necessary to maintain personal wellbeing, to develop safe and positive relationships and the skills necessary to become fulfilled and positive adults.

Assessment

Ongoing assessment of pupils' knowledge and understanding will take place through discussion, observation, questioning, written and drawn evidence, role play and art work. Assessment will be participatory, addressing progress in pupils' skills and actions as well as knowledge and understanding. Many of these skills may be assessed in context with other subjects.

Regular tracking of pupils' achievement against the PSHE end of key stage expectations will ensure that staff have a clear and up to date view of their achievement and any areas which may need further attention. We have the same high expectations of the quality of work in PSHE as we do in all other curriculum areas and achievement will be reported on in the same way.

Parents are informed of their child's progress through the school's usual reporting system. This may be in written reports or through face to face contact during Parents' Evening meetings.

The subject leader will monitor the quality of teaching and learning in PSHE, and pupils' achievement using the same methodology as in other subjects (observation, questioning, evidence, analysis of assessment data etc).

Monitoring and Review

The AA Committee of the governing body monitors our PSHE Policy on regular basis (every two years).

This policy will be reviewed every two years.

Reviewed 18.05.21

Appendix 1

Year A		
Classes 2 and 3	Autumn 1 Relationships What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies	Autumn 2 Relationships Who is special to us? Ourselves and others; people who care for us; groups we belong to; families
	Spring 1 Health and Wellbeing What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health	Spring 2 Living in the Wider World What can we do with money? Money; making choices; needs and wants
	Summer 1 Health and Wellbeing Who helps to keep us safe? Keeping safe; people who help us	Summer 2 Living in the Wider World How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing

Year B		
Classes 2 and 3	Autumn 1 Relationships What makes a good friend? Friendship; feeling lonely; managing arguments	Autumn 2 Relationships What is bullying? Behaviour; bullying; words and actions; respect for others
	Spring 1 Living in the Wider World What jobs do people do? People and jobs; money; the role of the internet	Spring 2 Health and Wellbeing What helps us to stay safe? Keeping safe; recognising risk; rules
	Summer 1 Health and Wellbeing What helps us to grow and stay healthy? Being healthy; eating; drinking; playing and sleeping	Summer 2 Health and Wellbeing How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up

Year C		
Classes 2 and 3	Autumn 1 Relationships	Autumn 2 Health and Wellbeing

	<p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p>What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>
	<p>Spring 1 Relationships What are families like?</p> <p>Families; family life; caring for each other</p>	<p>Spring 2 Living in the Wider World What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others</p>
	<p>Summer 1 Health and Wellbeing Why should we eat well and look after our teeth?</p> <p>Being healthy; eating well; dental care</p>	<p>Summer 2 Health and Wellbeing Why should we keep active and sleep well?</p> <p>Being healthy, keeping active, taking rest</p>

Year A		
Classes 4 and 5	<p>Autumn 1 Health and Wellbeing What strengths skills and interests do we have?</p> <p>Self-esteem; self-worth; personal qualities; goal setting; managing set backs</p>	<p>Autumn 2 Relationships How do we treat each other with respect?</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p>
	<p>Spring 1 Health and Wellbeing How can we manage our feelings?</p> <p>Feelings and emotions; expressions of feelings; behaviour</p>	<p>Spring 2 Health and Wellbeing How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk</p>
	<p>Summer 1 Living in the Wider World How can our choices make a difference to others and the environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions</p>	
	<p>Summer 1 (Year 6 only) Health and Wellbeing How will we grow and change?</p> <p>Growing and changing; puberty</p>	
	<p>Summer 2 (Year 6 only)</p>	

	<p>Relationships What will change as we become more independent?</p> <p>Different relationships; changing and growing; adulthood; independence; moving to secondary school</p>
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Year B

Classes 4 and 5	<p>Autumn 1 Health and Wellbeing What makes up our identity?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p>	<p>Autumn 2 Living in the Wider World What decisions can people make with money?</p> <p>Money; making decisions; spending and saving</p>
	<p>Spring 1 Health and Wellbeing How can we help in an accident or emergency?</p> <p>Basic first aid; accidents; dealing with emergencies</p>	<p>Spring 2 Relationships How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety</p>
	<p>Summer 1 Health and Wellbeing How can drugs common to everyday life affect health?</p> <p>Drugs; alcohol; tobacco; healthy habits</p>	<p>Summer 2 Living in the Wider World What jobs would we like?</p> <p>Careers; aspirations; role models; the future</p>
	<p>Summer 1 and 2 (Year 6 only) Relationships What will change as we become more independent?</p> <p>Different relationships; changing and growing; adulthood; independence; moving to secondary school</p>	

Year C

Classes 4 and 5	<p>Autumn 1 and 2 Health and Wellbeing How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p>
	<p>Spring 1 and 2 Living in the Wider World How can the media influence people?</p>

Media literacy and digital resilience; influences and decision making; online safety

Summer 1 and 2 (Year 6 only)

Relationships

What will change as we become more independent?

Different relationships; changing and growing; adulthood; independence; moving to secondary school