



## PSHE Policy

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Governor Lead: Heather Archer

Reviewed: Autumn 2020

Board approval date:

Policy Type: Statutory

Implementation date: Spring 2021

Publication: Guildford Grove

Review cycle: Annually

Next Review date: Autumn 2021



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### 1. Aims

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. The aims of personal, social, health and economic (PSHE) education in our school are to develop:

- the awareness of relationships, living in the wider world and health and wellbeing that are relevant to their age, maturity and understanding.
- the emotional and social skills, including: skills for learning, achieving, managing change and looking after health.
- the exploration and clarification of values and beliefs including: respect, morality and an understanding of cultural diversity.
- the promotion of fundamental British values including: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Through our PSHE curriculum, we endeavour to promote our school aims which are as follows:

- To have a love of learning, so as to become lifelong learners
- To be taught to be responsible members of the community to improve their quality of life
- To be empowered to make informed choices, to keep them safe so that they fulfil their potential
- To have the highest aspirations for their future, to enhance their life chances.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

This policy also complies with the terms of our academy (GEP).

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our **relationships and sex education policy** for details about what we teach, and how we decide on what to teach, in this subject. All policies can be accessed via the school website.

For other aspects of PSHE, including health education, see appendix 1 for more details about what we teach in each year group.

### 3.2 How we teach it

As a school, we adhere to the following key principles to ensure good quality PSHE:

- Is an identifiable part of the curriculum, which has planned, timetabled lessons and assemblies for each year group
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Class teachers and health professionals deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on current reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including relationships, living in the wider world and health and well-being
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- If pupils ask questions outside the scope of the intended objective, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- Staff will use the resources provided by the PSHE Association

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will hold the headteachers to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Heather Archer.

### **4.2 The Headteacher**

The Co-Headteachers are responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Planning progressive and high quality PSHE lessons
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Teaching lessons that are not impacted by their personal beliefs and attitudes
- Monitoring and reporting progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE Lead through a range of different forms, including reviewing planning, learning walks and pupil voice etc.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 2 years by the PSHE lead. At every review, the policy will be approved by the governing board and Co-Headteachers.

## **6. Coronavirus**

Teaching about hygiene routines, how bacteria and viruses affect health and how to recognise ill health, is part of the Health Education aspect of PSHE education at all key stages. Pupils may ask about coronavirus (COVID-19) while discussing these topics, or in response to media coverage.

As a staff, we acknowledge that there are times when we need to respond to unforeseen events to protect pupils' wellbeing.

The topic of coronavirus might create a variety of feelings, including curiosity, anxiety or fear. Children and young people can show their distress in a variety of ways (some are less obvious than others), so it is important not to make any assumptions about pupils' feelings or reactions.

As with any PSHE education lesson, it is essential to establish or reinforce ground rules for discussion when addressing this topic.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Relationship and sex education policy
- Safeguarding/child protection policy
- Extremism policy
- Anti-bullying policy
- Online safety policy
- Drug education policy



## Appendix 1: Curriculum map

### PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies; first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media