

Personal, Social and Health Education Policy

June 2020

Next Review June 2021

Article 1 – Everyone under 18 has all the rights in the convention

Article 28 – Every Child has the right to an education

Article 29 - Education must develop every child's personality, talents and abilities to the full

Article 30 - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live

There is a non-statutory framework for Personal, Social and Health Education (PSHE) for Key Stages 1 and 2 which promote three core themes: 1. Health and Wellbeing; 2. Relationships; 3. Living in the Wider World, within which there will be broad overlap and flexibility. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. Full PSHE education provision should be accessible to every pupil, although parents have a right to withdraw their children from those parts of SRE not within the national curriculum science programmes of study. For further details, please see 'Understanding Relationships and Health Education in your child's primary school: a guide for parents' or click on the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

What is PSHE?

"Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.' QCA

Our school rules; ready, respectful and safe underpin the core themes of our PSHE curriculum. Children are encouraged to be ready to learn, to respect the beliefs and opinions of others and to keep safe. PSHE enables pupils the opportunities to reflect on the school rules and consider their own personal and social development.

PSHE Education at Elmgrove Aims to:

Key stage 1

- Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

- Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- Children can explain that people grow from young to old.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- Children can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).
- Children can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

Key stage 2:

- Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).
- Children can express their views confidently, listen to, and show respect for the views of others.
- Children can identify positive ways to face new challenges (for example the transition to secondary school).
- Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- Children can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- Children can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).
- Children can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- Children can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- Children can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- Children can explain how their actions have consequences for themselves and others.
- Children can describe the nature and consequences of bullying, and can express ways of responding to it.
- Children can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
- Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.

- Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

We aim to prepare our children for their future through the delivery of comprehensive schemes of work approved by the PSHE Association for SRE (Sex and Relationships Education, D&A (Drugs and Alcohol Education) and MHWB (Mental Health and Wellbeing).

PSHE Association Sex and Relationships Education Scheme of Work will:

- Focus on safeguarding/keeping children safe
- Encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.
- Teach children about how their bodies change as they grow and about hygiene.

PSHE Association Relationships Education (statutory from September 2020) Scheme of Work will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

PSHE Association Drugs & Alcohol Scheme of Work will:

- Teach the children about health and personal safety with a focus on medicines and substances found in most homes.
- Cover smoking and alcohol. This includes understanding why people use these legal drugs, the effects they have on our bodies and how to resist use.
- Focus on legal and illegal substances, with an emphasis on the drugs most commonly used by early teenagers.

PSHE Association Preparing to teach about Mental Health and Emotional Wellbeing Scheme of Work will:

- Build teaching about mental health into a planned PSHE programme
- Teach children how to describe emotions, talk about anxiety and worries and develop coping strategies
- Promote wellbeing and resilience from an early age
- Ensure teaching is appropriate to the age and maturity of pupils
- Deal with key principles in teaching about mental health and emotional wellbeing safely and confidently

Equality of Opportunity

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Teachers will carefully consider the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants should work with individual pupils where required, and if appropriate.

Teaching and Learning Style

At Elmgrove Primary School & Nursery a range of teaching and learning styles is adopted. We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Teachers will plan opportunities for pupils to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They will also provide a comprehensive, balanced

and relevant body of factual information to inform their present and future choices. We encourage the children to take part in a range of practical activities that promote active citizenship such as charity fundraising and events. We offer our children the opportunity to hear visiting speakers, such as police and fire brigade whom we invite into school to talk about their role in creating a positive and supportive local community.

Responding to Pupils Questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Teachers will provide opportunities to answer pupils' questions individually or in smaller groups through the use of an 'Ask It Basket'. This will allow teachers time to consider and plan how to best respond and provide children a chance to share their concerns with teachers in a smaller forum than the classroom.

PSHE Curriculum Planning

We teach PSHE through the PSHE Association assured resources and through the school's Golden Values (respect, responsibility, commitment and kindness). We actively promote these values through our behaviour policy. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. PSHE reinforces and promotes the School Rules: Ready, Respectful and Safe. Children who demonstrate our school values and rules are rewarded in weekly celebration assemblies. Some of the time we introduce PSHE through other subjects or as part of the creative curriculum. We also develop PSHE through Circle Time, wall displays and whole-school events. PSHE links to the science curriculum, where pupils are taught about the biology of reproduction, but PSHE gives pupils the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply the knowledge in their present and future lives

Assessment and Recording

Teachers assess work in PSHE by making informal judgements as they observe them during lessons and through discussion. Carrying out baseline activities such as mind-maps, quizzes and baseline assessments will allow teachers to gauge the existing knowledge, understanding, skills, beliefs and attitudes of their pupils. Good questioning, feedback and mini plenaries will ensure Assessment for Learning takes place during lessons. Progress would then be measured by revisiting baseline activities and adding new knowledge to previous knowledge.

Monitoring and Review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The policy will be reviewed annually and is available to parents on the website.

Other School Policy Links

This policy links to the following policies:

- Safeguarding
- Extremism
- Equality and diversity
- Bullying and behaviour
- Online safety