



Inspiring and Nurturing Lifelong Learners
ELMGROVE PRIMARY SCHOOL AND NURSERY
Personal, Social, Health and Economics
Education Policy

March 2022
Next review March 2023

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

The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education became compulsory in all primary schools from September 2020. From September 2021 schools must cover everything outlined in [statutory guidance for Health Education, Relationships Education and RSE](#). **This guidance covers broad areas of particular relevance and concern to children and young people today.** It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*.

The statutory requirements do not extend to **sex education** at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science). However, the Department for Education *'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'*. Where schools provide sex education at key stages 1 and 2, parents have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education. For more information on how Relationships and Sex Education (RSE) is taught, please refer to our separate Elmgrove Relationships and Education Policy. For further details and facts about Sex and Relationships Education, please refer to the **DfE guidance for parents**: The Department for Education has published [a useful list of FAQs for parents](#) on the Relationships Education requirements, and [guides for parents](#) on Relationships Education, RSE and Health Education.



Inspiring and Nurturing Lifelong Learners

There is a non-statutory framework for Personal, Social, Health and Economic 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.

What is Personal, Social, Health and Economic Education (PSHE)?

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 alongside our values; respect, kindness, responsibility and commitment. Children are encouraged to be ready to learn, to respect the beliefs and opinions of others and to keep safe. They are also encouraged to be kind, take responsibility for and be committed to learning. PSHE affords pupils the opportunities to reflect on the school rules and values and consider their own personal and social development.

PSHE Education at Elmgrove aims:

At Elmgrove we follow the [PSHE Education Programme of Study KS 1 - 5](#), which covers all of the statutory content as well as vital non-statutory content, including that related to economic wellbeing and careers.

The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing. The content of the programme of study is broadly as follows, please click on the link above for a more detailed overview:

Core theme 1: Health and Wellbeing

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco



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Core theme 2: Relationships (including boundaries, permission, privacy and peer pressure in Key Stage 1 and consent, online risks, peer pressure, prejudice and discrimination in Key Stage 2).

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Core theme 3: Living in the wider world

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: money
- Economic wellbeing: aspirations, work and career

Throughout this policy the term 'drug' refers to tobacco, alcohol, solvents and other substances which can have a harmful effect, both legal and illegal. These include prescription and over the counter medicines.

Drug and Alcohol Education 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.
- Enable pupils to make healthy informed choices.
- Cover risk taking and the consequences where drugs are concerned.
- Develop an awareness of peer pressure and taking responsibility for their own actions.

The teaching of drug and alcohol education is supplemented through the delivery of comprehensive schemes of work approved by the PSHE Association. The Christopher Winter Project have mapped their resources to the PSHE Association Programme of Study, the overview for each year group is outlined below:

Year 1: Medicines and People Who Help Us

- Staying healthy
- Medicines; to explore when and how to take medicines safely
- Who gives us medicines?

Year 2: Keeping Safe

- Risk; exploring substances and situations that are safe or unsafe



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- Hazardous substances
- Safety rules at home and school

Year 3: Smoking

- Why people smoke
- Physical effects of smoking
- No smoking; strategies to prevent starting smoking

Year 4: Alcohol

- Effects of alcohol
- Alcohol and risk
- Limits to drinking alcohol

Year 5: Legal and illegal drugs

- Legal and illegal drugs
- Attitudes to drugs
- Peer pressure

Year 6: Preventing Early Use

- Cannabis
- VSA (Volatile Substance Abuse) and getting help
- Help, advice and support

Mental Health and Emotional Wellbeing lessons 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

At Elmgrove we understand that navigating emotions can be difficult for children and learning to manage their feelings will help them throughout their lives. We have counsellors on site throughout the week from The Schools Counselling Partnership, their role is to work with children, families and staff; providing services such as therapeutic counselling in the form of one to one support, lunch time and after school drop in sessions. The counsellors also provide training for teachers and lead assemblies for children; sharing good practice and strategies that can be employed in the classroom to promote positive mental health and wellbeing. Children and staff can self-refer to this service or may access them having been signposted to them.



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Our school learning mentor offers drop in sessions and a safe space for children to play and talk about friendship difficulties and any other concerns that may arise.

PSHE education helps children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support. And talking openly about mental health issues is an effective means of breaking down any associated stigma.

Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education. Our guidance, lesson plans and training covers all statutory content safely, sensitively and in a way that's appropriate to age or stage of development.

Year 1:

- We all have feelings
- Good and not so good feelings

Year 2:

- Big feelings
- Change and loss

Year 3:

- Everyday feelings
- Expressing feelings

Year 4:

- Change, loss and grief
- Managing feelings

Year 5:

- Mental health and keeping well
- Managing challenges and change

Year 6:

- Managing loss and bereavement
- Feelings and common anxieties when transitioning to secondary school

Equality of Opportunity

As far as is appropriate, pupils with special educational needs should follow the curriculum, teachers must 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. Teachers will take full account and be



Inspiring and Nurturing Lifelong Learners sensitive to children's individual differences, including cultural background, ethnicity, abilities, age, gender and vulnerability.

Teaching and Learning Style

At Elmgrove Primary School and 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' or similar. 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, Programmes of Study 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



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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. Assessment of key skills/knowledge are also recorded onto Insight once per half term.

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 and training 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 and Child Protection
- Anti-radicalisation
- Equal Opportunities
- Bullying and behaviour
- Online safety
- Behaviour
- Relationships and Education