



# Personal, Social, Health and Economic Policy

Date of policy:	July 2014
Date last review adopted by governing body:	8th July 2021
Frequency of review:	3 years

## 1. Introduction

This policy has been written to ensure we are meeting the requirements of the National Curriculum and from 2020 the framework for Personal, Social, Health and Economic Education (PSHE) and EYFS Personal, Social and Emotional development. It also takes into account the government guidance on RSE (Relationships, sex and health education) and is written in conjunction with our RSE policy.

The Department for Education (DfE) has stated that schools must publish their school curriculum by subject and academic year, including their provision of personal, social, health and economic education.

As section 2.1 of the National Curriculum framework states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

This policy links closely with school policies on:

- Drugs Education
- RSE education policy
- Science
- Collective Worship
- Behaviour
- Bullying
- Equal Opportunities
- Confidentiality Policy
- Internet Access
- Prevent action plan

## 2. What is PSHE?

Personal, Social, Health and Economic Education (PSHE education) is defined as:

*'...a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.'*

PSHE education offers children and young people significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and lead safe, confident, happy, healthy, responsible and independent lives. It aims to help children and young people understand how they are developing personally, socially and emotionally and explore a range of attitudes and values. PSHE education provides children and young people with a safe learning environment to practice and develop the skills necessary to manage the moral, social and cultural challenges and responsibilities that are part of growing up and living in the world. It covers the requirements for the RSE curriculum and ensures that we focus on boundaries, ensuring children even of the age we have understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online

The programme of study for PSHE education includes topics such as: bullying, citizenship, cultural diversity, drug and alcohol education, healthy eating, physical activity, social and emotional health, wellbeing, sex and relationships, economic education and financial capability. It can be enriched by cross-curricular approaches and other activities designed to enhance personal development, but is a curriculum subject in its own right. (PSHE Association)

### **3. Curriculum content - KS1**

Our PSHE curriculum will be delivered through three core themes as outlined in the new Programme of Study written by the PSHE Association.

1. Physical Health and Wellbeing
2. Relationships education
3. Living in the Wider World

In planning our curriculum we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils.

#### **Core theme 1: Physical health and Wellbeing**

Pupils will be taught:

- what is meant by a healthy lifestyle including benefits of physical activity and rest, healthy eating and dental health
- how to maintain physical and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe, understanding what positively affects their physical, mental and emotional health
- about managing change, such as transition and loss
- how to make informed choices about health and wellbeing and to understand the concept of a balanced lifestyle
- how to respond in an emergency
- to identify different influences on health and wellbeing
- to communicate feelings to others and how to respond to feelings
- to develop vocabulary to describe feelings to others

- to recognise different types of teasing and bullying, to recognise these are wrong and unacceptable
- that household products including medicines can be harmful if not used properly
- the importance of and how to maintain personal hygiene
- about special people who work in their community and are responsible for looking after them

### **Core theme 2: Relationships**

Pupils should be taught:

- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- to recognise people who look after them and their family relationships and who to go to if they are worried and how to attract attention
- how to identify and respect the differences and similarities between people
- how to identify special people and how special people should care for one another
- to recognise that they belong to different groups and communities such as family and school
- to recognise different types of relationships including those between acquaintances, friends, relatives and families
- to recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise how behaviour can affect other people, to listen to one another and play and work co-operatively
- to recognise what is fair and unfair, kind and unkind, right and wrong
- that people's bodies and feelings can be hurt
- to recognise different types of teasing and bullying, to recognise these are wrong and unacceptable
- to develop strategies to resolve disputes and conflicts
- that people and other living things have rights and that everyone has a responsibility to protect those rights
- to understand rules for keeping physically and emotionally safe including responsible ICT use
- to recognise a responsibility for keeping themselves and others safe
- to understand personal boundaries and rights to privacy
- what is meant by privacy
- the difference between secrets and nice surprises and the importance of not keeping secrets that makes children feel uncomfortable, anxious or afraid

### **Core theme 3: Living in the Wider World**

Pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the 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
- how money plays an important part in people's lives

- to understand ways in which they are all unique

Please see our scheme of work for more information.

#### **4. The Early Years Foundation Stage**

We teach PSHE as an integral part of the work covered during the year. Our teaching of PSHE matches the aim of developing a children's personal emotional and social development as set out in the Early Learning Goals.

#### **5. Delivery of curriculum**

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. Parish Council , Road Safety office, School nurse etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities. Our curriculum document details this further.

There will also be opportunities during collective worship e.g. stories and discussion. The whole school ethos promotes our work in PSHE, as set out in our values.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE curriculum will be linked to our work maintaining our National Healthy Schools status. The elected school council are actively involved in promoting PSHE issues.

#### **6. Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Year 1 and 2 teachers complete termly monitoring sheets showing coverage of the PSHE curriculum and pupil attainment. General comments about PSHE and Citizenship will be included in annual reports to parents, and children will write their own comments.

#### **7. Monitoring and evaluation**

It is the responsibility of the PSHE co-ordinator to monitor the PSHE curriculum and teaching of staff and learning of pupils.

#### **8. Equal opportunities**

Provision for PSHE is in line with all of our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

#### **9. SEND**

Through our assessment procedures we aim to identify children with additional needs to enable all children to achieve their full potential. Those children who are experiencing difficulties are given extra support as outlined in their Person centred plans and Class provision maps. This is monitored by the Class teacher and SENCO. We provide learning opportunities that are matched to the needs of the children in line with our SEND and Inclusion policies. Teachers will ensure that they match work to

differing levels of ability and development, supporting those who need to make progress in smaller steps. Intervention support programmes are run to scaffold the learning of the children making less than expected progress.

## **10. Parental and community involvement**

Parents are invited to join in events in school, including special assemblies, reading sessions, Family Learning Time and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter.

Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.

## **11. Role of Governors**

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

## **12. Equality Statement**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.