Policy title	:	PSHE Policy
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Introduction

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They develop key insights into the 'Fundamental Principles' of British Values and they learn to appreciate what it means to be a positive member of a diverse multicultural society.

Aims and objectives

The aims of personal, social health and economic education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand the importance of mental wellbeing;
- to understand links between physical and mental wellbeing;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, drama, debate and problem-solving activities. We organise classes in such a way that pupils are able to participate in activities to resolve conflicts or set agreed classroom rules of behavior. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising or school council events. Children are also encouraged to learn as integral members of the school community, making decisions about school lunchtime menus, school events and after school clubs. We offer children the opportunity to hear visiting speakers from the community such as the fire brigade, local leaders and police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE curriculum planning

We teach PSHE in a variety of ways. In some instances, e.g. SRE education, we teach PSHE as a discrete subject.

Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we teach a considerable amount of the PSHE through our religious education lessons.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We are inviting 'Fairplay House'(An outdoor activities organisation) in, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the Nursery and Reception classes are a part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and

social development as set out in the ELGs including when we teach 'how to develop a child's knowledge and understanding of the world'.

<u>Teaching PSHE to children with special educational needs</u>

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

<u>Assessment and recording</u>

Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out by the PSHE Association. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We record PSHE once a half term in books.

Teachers record the achievements of pupils in PSHE on Educator. We report these achievements to parents each year.

Resources

We keep resources for PSHE in a central store in topic boxes for each unit of work. We have additional resources in the library. Our PSHE subject leader holds a selection of reference materials for teaching sensitive issues.

Monitoring and review

The PSHE subject leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports 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 the school. The subject leader is also responsible for giving the headteacher termly reports, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Covid -19

In light of the Covid-19 outbreak in March 2019 we are aware of the impact this has had on Children's mental wellbeing. As a result we will be tailoring our PSHE lessons to each individual class and extending the length of PSHE lessons until Spring 2021. Tollgate recognises that the national lockdown has affected children in many different ways and is adapting to these children's needs on a regular basis.

PSHE Curriculum 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (PSED)	**Rules and Routines of the Classroom** - Identifying class rules and following them	**Sharing** - Understanding the importance of sharing -Implementing it into their play	**Self-care** - Identifying the toilet and eating routines - Understanding how to put on and take off coats, scarves, hats etc…	**Keeping Safe** - Identifying risks in school and at home -Understanding what to do when there is a risk	**Friendships** - Exploring what friendship is and the importance of being kind -Modelling positive relationships with staff and children	**Recognising Feelings and Emotions** - Identifying emotions -Explaining why we feel like this
Reception (PSED)	**Rules and Routines of the Classroom** - Understanding and embedding class rules and 5Cs -Knowing about toilet and eating routines - Explain the need for rules	**Teamwork** - Recapping how to share -Identifying the importance of working together and as teams -Turn taking	**I Am Special** - Identifying what makes you special -Increasing confidence to talk in front of class -Understanding similarities and differences	**Personal Hygiene** - Exploring what we need to do to stay safe and well - Washing regularly -Brushing teeth - Sleeping well at night	**Respecting Others** - Understanding the similarities and differences in class - Celebrating the classes diversity -Turn taking	**Managing Feeling and Emotions** - Exploring why we feel the way we do - Identifying what we can do to make us feel better
Year 1	**Growing and Changing- How it Affects Me.** - Understanding the different stages in a person's life - Setting achievable goals	**Recognising and Dealing with Feelings and Emotions.** - Developing strategies to respond to a range of feelings - Understanding how your behaviour can affect people	**Rights and Responsibilities** - Understanding why classroom rules are important - Describing the local environment and the people that live there - Explaining how to improve our local environment	**Keeping Safe In and Outside the Home** - Identify harmful products - Understand how to keep safe around harmful products - Explaining how to keep safe on the internet	**Similarities and Differences between families** - Understanding how everyone is unique and what being unique means - Similarities and differences between ourselves and others	**What Makes People and Communities Unique** - Knowing and understanding the importance of listening - Recognising characteristics of a healthy family
Year 2	**How to Recognise and Live a Healthy Lifestyle** - Understanding what a healthy lifestyle is - Explain the importance of exercise to a healthy lifestyle	**Healthy Relationships with Family and Friends** - Understanding what a secret is and explain how secrets can make me feel uncomfortable and worried - Identify who special people are in my life	**Rights, Responsibilities and Our Roles in a Community** - Explaining that all living creatures have rights and needs - Identifying the communities you belong to	**Privacy, Secrecy and Worry** - Recognising who can help you in your local community - Develop an understanding of what is meant by privacy	**Bullying, Teasing and Boundaries** - Understanding the difference between teasing and bullying - Identifying strategies to handle teasing and bullying	**Understanding Money** - Explaining how to keep money safe - Understanding where money comes from - Explaining what charitable donations and are and why they are important

Year 3	**Dealing with Change as I Get Older** - Recognising your areas for improvement and setting goals for the future - Understanding how to deal with conflicting emotions	**Recognising and Dealing with Healthy and Unhealthy Relationships** - Recognising different kinds of relationships (friends, family, acquaintances) - Understanding how their actions affect themselves and others	**Cultures and Communities** - Identifying institutions that support communities locally and nationally - Recognising the role of voluntary, community and pressure groups.	**Avoiding and Dealing with Danger** - Differentiating between the terms risk, danger and hazard - Recognising, predicting and assessing potential risks in the local environment	**Emotions, Secrets and Dares** - Developing strategies to respond to a range of feelings appropriately - Understanding the concept of a 'secret' - Explaining what a dare is and how dares can make me feel	**Responsibilities and Differences** - Understanding your responsibilities, rights and duties at home and in school - Describing skills necessary to resolve a difference.
Year 4	**Lifestyles** - Understanding mental wellbeing is a normal part of daily life - Recognising what effects our physical health	**Dealing with Differences** - Explaining the importance of listening and understanding how to listen respectfully - Recognising different types of discrimination	**Rules, Rights and Laws** - Understanding how rules and laws keep us safe - Explaining human rights and why we have them - Exploring universal rights	**Keeping Physically Safe** - Understanding school rules in health and Safety - Classifying situations into emergencies and non-emergencies -Explaining what to do in an emergency situation	**Working Collaboratively while Maintaining Personal Values** - Identifying positive points and room for improvement - Working collaboratively towards a shared goal	**Respecting Values Traditions and Customs** - Explaining your own values, traditions and customs - Researching various cultures around the world and their customs and beliefs
Year 5	**Loss and Change** - Explaining various transitions in loss - Identifying strategies to cope	**Stereotypes** - Recognising similarities and differences in people	**Gang Awareness** - Understanding the needs of our local community	**Dangers of Media and Alternatives to Technology**	**Self-Respect and Healthy Relationships** - Understanding the importance of self-respect and how this	**Understanding Finances in the Home** - Understanding how finance plays an

	with loss, bereavement and separation - Identifying changes in the life cycle	- Understanding what 'protected characteristics' are	- Explaining what a 'gang' is and what 'grooming' in a gang is - Explaining the dangers associated with knives	- Developing strategies to stay safe online - Understanding how to manage images of yourself online - Understanding how media images do not always represent reality	links to your own happiness - Understanding the conventions of manners and courtesy - Recognising a range of relationships	important part in people's lives - Identifying ways you can be a critical consumer - Understanding the terms 'interest', 'loan' and 'debt'
Year 6	**Drug Awareness** - Explaining what is meant by the term drug and identifying common and uncommon drugs - Identifying the risks with taking drugs	**Understanding the Effects of Choices and Actions on Others As Well As Ourselves** - Developing an understanding of what kind of physical contact is acceptable or unacceptable - Explaining what kind of physical contact is acceptable or unacceptable	**How Money is Used in a Community** - Understanding how the distribution of money can affect the environment - Evaluating how funds are distributed in our local community	**Mobile Phone Usage and Pressure** - Understanding what influences behaviour (including peer pressure and the media) - Recognising situations where mobile phone safety might be compromised	**Online Relationships** - Develop an understanding of various online relationships - Creating a set of rules and principles for staying safe online - Analysing what apps are age appropriate	**Creating an Enterprise** - Understanding what an enterprise is - Identifying some of the steps needed to set up an enterprise project - Describing and demonstrating how research can help find out if an enterprise will be successful

Tollgate Primary School Curriculum Overview

PSHE Overview