



**Our mission: Valuing Potential; creating opportunities**

**HARTSBOURNE PRIMARY SCHOOL  
PERSONAL, SOCIAL, HEALTH EDUCATION POLICY**

To be read in conjunction with Child Protection Policy, Behaviour Policy, Equal Opportunities Policy, RE Policy, RSE Policy, Teaching & Learning Policy, Science policy, British Values Statement

**POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed:

<b>DATE OF POLICY:</b>	SEPTEMBER 2019	<b>DATE OF NEXT REVIEW:</b>	SEPTEMBER 2021
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM SUBJECT LEADER	TEACHING & LEARNING COMMITTEE	

**VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

**RATIONALE**

*The DfE states in section 2.5 of the national curriculum framework that ‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’*

Personal, social and health education helps to give children 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. Children’s attitudes to themselves and each other must be healthy if effective learning is to take place at school.

Hartsbourne Primary School has adopted a programme of study based on three core themes that have been developed by the PSHE Association:

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

**AIMS AND OBJECTIVES**

At Hartsbourne we aim to provide a healthy, caring community in which children can learn to respect themselves and others and also to take responsibility for their own actions. Positive approaches to personal, social and health issues are promoted throughout the curriculum and general life of the school. The over-arching aim for PSHE education is to encourage children to see themselves as valued members of both the school community and society at large. We will provide:

- Opportunities to explore, clarify and if necessary, challenge values, attitudes, beliefs, rights and responsibilities of self and others.
- Skills to live a healthy, safe, fulfilling, responsible and balanced life.



## **AIMS AND OBJECTIVES**

The programme of study will be an integral part of the school curriculum and will be taught in a sensitive manner appropriate to the needs of the individual child. Lessons will be developed as a natural part of pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life, whatever the make-up of their family. We will:

- Promote a holistic approach to PSHE which pervades all aspects of a child's life at school.
- Plan, create and make use of opportunities, which consider achievement and promote positive experiences to develop self-esteem.
- Introduce children to knowledge and understanding of healthy attitudes and lifestyles, which will help them to maintain a sense of mental health and well-being.
- Help children to develop self-awareness and a range of personal and social skills, relate well to others and form sound and friendly relationships at school.
- Understand the importance of respect for others and have knowledge about other people in terms of gender, race, and religious beliefs, cultural and other differences.
- Enable children to make decisions based on self-knowledge and a sense of right and wrong and how to take responsibility for their own actions and choices in life.
- Encourage children to see themselves as active, valued members of the community, knowing their rights and responsibilities and able to express their views.
- Help children to develop an understanding of practical skills that keep them safe in different situations including those that may be potentially dangerous.

## **TEACHING AND LEARNING (See Appendix 1)**

PSHE topics are covered at least once and some several times. Each time a topic is covered the class teacher will ensure it is appropriate to the child's age, maturity and ability. Some PSHE will be delivered cross-curricular. Children are encouraged to learn and acquire new skills that will enable them to show respect and concern for themselves, others and the environment.

A variety of teaching and learning styles will be used to deliver PSHE. These may include discussions, circle time, DVDS, diagrams/pictures, visitors, artefacts and stories.

Personal and social development is the result of both a planned curriculum and a commitment to a whole school ethos where all members of the school community are valued and respected. This means staff being effective role models by maintaining appropriate relationships, encouraging a positive working atmosphere and showing respect for the environment.

## **Whole School Approach**

There are many activities that form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Dedicated, weekly lesson.
- Displays of work
- Concerts and school performances.
- Class, religious and achievement assemblies where children participate in collective worship, have opportunities for reflection and where awards are given, and achievement recognised. Assemblies will also explore different themes and cultures, highlight wider social issues and allow for personal reflection.



- The management of day to day incidents or difficulties, which provide opportunities to raise awareness explore issues and generate more thought about future behaviour.
- Clubs, trips and school journeys, which foster independence, responsibility and safety awareness.
- Enrichment activities eg for anti-bullying week.
- Fund raising, local issues, recycling, visits to service providers and people who help us will help prepare children to become involved in the life of their community.

Positive relationships amongst children are encouraged through skills of co-operation, listening, sharing, negotiation and resolving conflict.

### **Learning for All**

All pupils receive support appropriate to their needs. This is achieved within the classroom through the teacher knowing their pupils and planning differentiated activities accordingly. Consideration will be given to the needs of higher attaining pupils and children who need more support.

Where appropriate, visitors may be invited to talk to children. Their input will be planned and delivered in conjunction with the class teacher. The learning environment extends beyond the classroom and to be more effective, will reflect and be responsive to the needs of the wider community.

### **ASSESSMENT**

Teachers will assess the children by:

- Making informal judgements as they observe them during lessons.
- Using the assessment grid for their year group, at the end of the year.
- Writing a comment about PSHE in the annual written report to parents.

Our achievement assembly celebrates personal achievement and personal attributes as well as the skills of learning to learn (through our Learning Gems programme).

### **ROLES AND RESPONSIBILITIES**

Elected representatives of Years 2 to 6 attend school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society. The main aim of the School Council is to give a voice to the 'silent majority' of children within the school who are committed to the school and want to see it improve but whose ideas and opinions might otherwise go unnoticed. To ensure the School Council runs smoothly all staff will:

- Support and promote the elections each year.
- Allow time for the class representatives to feed back to the pupils after each meeting.
- Allow class representatives to attend all meetings.

The PSHE co-ordinator is responsible, in consultation with all class teachers, for planning, running and evaluating the effectiveness of the PSHE programme and this Policy.

### **MONITORING AND EVALUATION**

The Governor responsible for Pupil Wellbeing will meet with the PSHE Subject Leader and feedback to Governors at least annually. Regular audits of resources will be undertaken to ensure they reflect the society we live in and do not promote stereotypes.



## **APPENDIX 1: PSHE CURRICULUM GUIDANCE AND PROGRAMME OF STUDY**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **Programme of Study for PSHE education (key stages 1-2)** aims to develop skills and attributes such as resilience, respect, responsibility, kindness and independence thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world.

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020 (See our separate RSE Policy). In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

### **KS1 YEAR 1 - YEAR 2 Curriculum Overview**

#### **Health and Wellbeing**

- Play nicely, keep safe
- Contributing to the classroom
- How to 'borrow'
- Importance of turn taking
- What is fair and not fair
- Bullying/teasing
- Being independent
- Managing change
- Knowing body parts
- Listen to others / work cooperatively, strategies to resolve simple arguments
- How diseases are spread/controlled
- Harmful household products/medicines
- Growing from young to old
- How people's needs change
- Name main body parts (including external genitalia)
- Acceptable/unacceptable physical contact and how to respond (who to tell and how/family networks)
- Similarities/differences boys and girls
- Ways of keeping physically and emotionally safe (+ online safety)

#### **Relationships**

- Road safety and how to cross the road with an adult
- Communicating feelings
- Who to tell (identify special people)
- Keep surprises not secrets
- 'Good' physical contact
- Safety in the environment (rail/water/fire safety)
- Share opinions on things that matter/explain views through conversation
- Recognise when people are being unkind how to respond



- How to resist teasing or bullying
- What to do if you witness bullying

### **Living in the Wider World (Personal safety)**

- Re-visit turn taking
- Understand how rules help us
- Belonging to different groups and communities eg family and school
- People who look after us
- Looking after money (spending and saving)
- Transition and new opportunities
- Responsibilities with independence
- What improves/harms local, natural and built environments
- Where does money come from and what do we use it for?
- Concepts of spending and saving, (peer pressure, adverts)
- Keeping money safe

### **KS2 Curriculum Overview** **Year 3 Year 4 Year 5 Year 6**

#### **Health and Wellbeing**

- Play nicely, keep safe
- Managing change and transition
- Making informed choices
- Conflicting emotions
- Managing risks and danger
- Hygiene and health
- Resisting peer pressure
- Growing independence
  
- Celebrate achievements,
- Set goals and aspirations
- Feelings (Good/not good)
- Explain range and intensity of feelings to others
- Recognise conflicting emotions
- Reduce the spread of bacteria and viruses
  
- Things That Affect Emotional Health
- Divorce, bereavement
- Lifestyle Choices
- Loss and Separation
- Understand risk, danger and hazards
- Peer/ media pressure
  
- Set aspirations/goals
- Understand choices of a 'balanced lifestyle' food, body image.
- Equality and Discrimination (prejudice, gender identity, disabilities, sexual orientation)
- Cyber bullying
- Using a mobile responsibly



## **Relationships**

- Recognise positive relationships
- Solving disputes through negotiations
- Different types of relationships (friends, relatives, families, neighbours)
- 'good' & 'bad' secrets
  
- Assessing/managing risks in different situations Sensible road use and risks
- Building resilience
- Independence & responsibility to keep themselves and others safe
- People living in other places with different values/customs
  
- Strategies for keeping safe (road safety)
- Different families and relationships
- Understanding unhealthy relationships and what to do if you need help
- Prejudice based language, stereotyping and bullying
  
- Skills needed to maintain healthy relationships
- Commitment, Marriage and civil partnerships
- Respectfully challenge a point of view
- Abuse and how to get help
- Culture/diversity and discrimination

## **Living in the Wider World**

- Working collaboratively
- Exploring cultural differences
- Research, discuss topical issues
- How to change rules
- Rights and responsibilities
  
- Sharing resources (water, energy, environment)
- What being part of a community means, institutions that support communities locally and nationally
- Recognise role of voluntary, community, pressure groups
- Appreciate range of national, regional, religious and ethnic identities in the UK
  
- Emotional changes Through Puberty
- Health and Drugs (including alcohol and tobacco)
- Human reproduction
- Understanding autonomy and protective behaviours
- Managing money, being a critical consumer enterprise and economic choices
  
- Secondary school Transition
- Cycling Proficiency
- Rail, water, fire safety
- Managing 'dares' and risky behaviour
- Enterprise and skills that make someone 'enterprising'
- Managing money, including concepts of eg interest, loan, debt, tax, VAT