

PSHE Policy

Arreton CE (Aided) Primary School



Policy No: 7.06	
Signed Headteacher:	Signed Chair of Governors:
	<i>Gary Vincent</i>
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Policy statement

Personal, Social and Health Education (PSHE), and Citizenship is concerned with providing pupils with the knowledge, skills and understanding to play an effective role in society. It helps them become informed, thoughtful and responsible individuals who are aware of their duties and rights. It also promotes their spiritual, personal, moral, social and cultural development, which enables them to flourish and play an active and healthy part in the life of our school, their community (including learning about British values) and the world.

This PSHE guidance document supports the vision and values:

Building on our values of Love, Hope and Courage we nurture resilient hearts and inspire minds filled with compassion and a hopeful spirit.

We aim to encourage our core Christian values and independence within a caring Christian ethos where everyone is supported in becoming the best that they can be.

Core Values: Love, Hope and Courage

Please see separate RSE Policy 3.14

Introduction

1. Personal, Social and Health Education (PSHE) and Citizenship including the promotion of British Values, is the corner stone of the schools' ethos and this guidance should be read in conjunction with each school's mission statement, the school aims and the Curriculum Policy, all of which help make our school what it is.
2. PSHE and Citizenship covers the range of personal and social development that underpins pupil development. It is the development of skills, qualities, attitudes, knowledge and understanding in relation to self and society. This will enable us to support pupils to recognise and manage risk and make safer choices. This can also include where they may be at risk of inappropriate influences such as radicalisation or extreme ideology, whilst retaining and recognising and appreciating the global society that we live in today.
3. Some components of PSHE and Citizenship are knowledge-based and are taught (e.g. Drug Education and Relationship and Sex Education (RSE)). For these we have specific programmes of work and policy statements. Other aspects cover our pastoral care system, welfare procedures, discipline structure and our Behaviour Policy.
4. Collective Worship is a key part of daily life in school and presents opportunities to contextualise, support and develop PSHE and Citizenship. This includes the opportunity for both spiritual development and personal reflection.
5. Some aspects of PSHE and Citizenship are dealt with in specific year groups, as outlined in year group guidance in Appendix A. Each teacher is responsible for the whole child, which includes a supportive approach towards the unique emotional and behavioural needs of individuals.
6. Advice and support are always available from the PSHE lead in both schools, SENCO, class teachers and teaching assistants to ensure that we always maintain our inclusive ethos, which includes pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and other disadvantaged pupils.
7. Teaching about personal safety and healthy relationships as part of PSHE contributes to how we approach the safeguarding of pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. In relation to ensuring that pupils are kept informed and aware of the risks of radicalisation we will, through the delivery of PSHE in our federation, enable them to know where to get help and support and will equip them to explore social and political issues in a safe and secure environment. The development of these skills will form part of enabling pupils to live and be part of a democratic society.

Aims

8. (i) to provide sound pastoral care;
(ii) to promote positive attitudes and values; including democracy and rule of law
(iii) to provide equality of opportunities;

- (iv) to foster good relationships;
- (v) to provide opportunities for awe and wonder;
- (vi) to develop spiritual and moral awareness; and individual liberty
- (vii) to encourage a healthy lifestyle; to value cultural diversity; (mutual respect and tolerance of those with different faiths and beliefs);
- (viii) to foster links with parents and the community;
- (ix) to develop skills in communicating ideas, opinions and beliefs;
- (x) to support and enhance emotional and mental health wellbeing

Entitlement

9. All children irrespective of gender, ability, age, ethnicity, cultural background and social circumstances have an equal entitlement to PSHE and Citizenship across the Federation. Our pastoral care systems aim to ensure that all children are treated kindly, equally and fairly. All pupils able to take part in decision making at their own level regardless of age, ability and circumstances.

10. All children are entitled to learning opportunities which:-

- explore values and beliefs, which influence individuals and their relationships with others and the wider world;
- help children to respond to their present lives and prepare them for life beyond the Federation;
- emphasise practical activities, decision making, learning through experience;
- provide relevant ways in which life skills might be developed;
- develop community links.

Core Themes – to support teaching and learning

11. Our PSHE curriculum is based on the KAPOW programme endorsed by the PSHE Association. The programme includes guidance and lesson plans for all year groups.

In overview, there are 6 key areas:

	Yr R	Y1	Y2	Y3	Y4	Y5	Y6
Me and my relationships		Includes feelings, emotions, conflict resolution and friendship	Includes feelings, emotions, conflict resolution and friendship	Includes feelings, emotions, conflict resolution and friendship	Includes feelings, emotions, conflict resolution and friendship	Includes feelings, emotions, conflict resolution and friendship	Includes feelings, emotions, conflict resolution and friendship
Valuing differences		Includes British values focus	Includes British values focus	Includes British values focus	Includes British values focus	Includes British values focus	Includes British values focus
Keeping myself safe		Includes aspects of relationship education	Includes aspects of relationship education	Includes aspects of safer internet, drugs and relationship education	Includes aspects of safer internet, drugs and relationship education	Includes aspects of safer internet, drugs and relationship education	Includes aspects of safer internet, drugs and relationship education
Rights and Responsibilities						Including money, living in wider world and environment	Including money, living in wider world and environment
Being my best						Includes keeping healthy,	Includes keeping healthy,

						growth mindset, goal setting and achievements	growth mindset, goal setting and achievements
Growing and changing						Includes Relationships and Sex Education related issues	Includes Relationships and Sex Education related issues

12. The key themes and expected outcomes to each year group module is at Appendix A.

A comprehensive range of lesson plans supports all units of work.

Opportunities

13. It is clear that the opportunities for opening up PSHE and Citizenship issues are almost endless. The following list will act as an aide-memoire:

- parent liaison, partnerships, home/school links
- home/school contracts
- registration, (attendance, lateness)
- appointments (hospital, doctor, dentist etc.)
- Collective Worship
- reflection
- focused PSHE work (including emotional literacy (and in part supported by SEAL)
- carpet time and role play
- story time, news time, showing time (KS1)
- current affairs, including the celebration of global diversity
- extra-curricular activities
- playtimes and lunchtimes, casual conversations
- discussions and debates (KS2)
- Pupil Voice
- Hygiene talks
- cloakroom and toilet issues
- P.E./matches/competitions
- festivals and celebrations
- school trips and visits
- residential journeys and activities weeks
- mediation time and conflict resolution
- R.E.
- pastoral care
- social occasions (school plays, concerts, performances, challenges, competitions, sponsored events)
- messages from stories, hymns, songs
- group activities/paired reading
- teams and teamwork, team match reports
- mufti day
- entertaining visitors
- HT newsletters
- school library
- notices
- questionnaires and surveys

Resources

14. The child's class teacher and other staff can be a very effective role model. Staff will therefore have high expectations of themselves, as well as of the children.
15. End of Key Stage assessment is completed by the teaching staff in order to assess learning in all of the core themes.
16. PSHE. and Citizenship resources; pictures, DVDs, books, photographs and reference manuals, including materials to support Drug Education, Health Education, Relationships and Education (RSE). These are available from each school PSHE lead member of staff.
17. We welcome support and advice from professionals to help with planning certain elements of PSHE and Citizenship. The school nurse service, police and fire service regularly support our schools.
18. This document has been developed using information, advice and guidance from Hampshire County Council, the PSHE Association and Department for Education.

APPENDIX A

Year 1

Unit	Key Themes	Expected Outcomes
Me and my relationships	Feelings	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.
	Getting help	I know when I need help and who to go to for help.
	Classroom rules	I can tell you some different classroom rules.
Valuing Difference	Recognising, valuing and celebrating difference	I can say ways in which people are similar as well as different.
	Developing tolerance	I can say why things sometimes seem unfair, even if they are not.
Keeping myself Safe	How our feelings can keep us safe	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad – talk to someone).
	Keeping healthy	I can give examples of how I keep myself healthy.
	Medicine safety	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine).
Rights and Responsibilities	Looking after things	I can give some examples of how I look after myself and my environment – at school or at home. I can also say some ways that we look after money.
Being my Best	Growth mindset	I can name a few different ideas of what I can do if I find something difficult.
	Keeping healthy	I can say why certain foods are healthy and why it's important to eat at least 5 portions of vegetables/fruit a day.
Growing and changing	Getting help	I can identify an adult I can talk to at both home and school, if I need help.

	Becoming independent	I can tell you some things I can do now that I couldn't do when I was a toddler.
	Body parts	I can tell you what some of my body parts do.

Year 2

Unit	Key Themes	Expected Outcomes
Me and my relationships	Bullying and teasing	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.
	Our school rules about bullying	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.
	Being a good friend	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
	Feelings/self-regulation	Most of the time I can express my feelings in a safe, controlled way.
Valuing Difference	Recognising, valuing and celebrating difference	I can say ways in which people are similar as well as different.
	Developing tolerance	I can say why things sometimes seem unfair, even if they are not.
Keeping myself Safe	How our feelings can keep us safe	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad – talk to someone).
	Keeping healthy	I can give examples of how I keep myself healthy.
	Medicine safety	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine).
Rights and Responsibilities	Looking after things	I can give some examples of how I look after myself and my environment – at school or at home. I can also say some ways that we look after money.

Being my Best	Growth mindset	I can name a few different ideas of what I can do if I find something difficult.
	Keeping healthy	I can say why certain foods are healthy and why it's important to eat at least 5 portions of vegetables/fruit a day.
Growing and changing	Getting help	I can identify an adult I can talk to at both home and school, if I need help.
	Becoming independent	I can tell you some things I can do now that I couldn't do when I was a toddler.
	Body parts	I can tell you what some of my body parts do.

Year 3

Unit	Key Themes	Expected Outcomes
Me and my relationships	Cooperation	I can usually accept the views of others and understand that we don't always agree with each other.
	Friendships	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.
Valuing Difference	Recognising and respecting diversity	I can give examples of different community groups and what is good about having different groups.
	Being respectful and tolerant	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.
Keeping myself Safe	Managing risk	I can say what I could do to make a situation less risky or not risky at all.
	Drugs and there risks	I can say why medicines can be helpful or harmful.
	Staying safe online	I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.
Rights and Responsibilities	I can give an example of a fact and of an opinion	I can say some way of checking whether something is a fact or just an opinion.

	Helping and being helped	I can say how I can help the people who help me, and how I can do this. I can give examples of this.
Being my Best	Keeping myself healthy	I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something I have done that shows this.
	Celebrating and developing my skills	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.
Growing and changing	Relationships	I can name a few things that make a positive relationship and some things that make a negative relationship.
	Menstruation	I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.
	Keeping safe	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 4

Unit	Key Themes	Expected Outcomes
Me and my relationships	Recognising feelings	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.
	Bullying	I can say what I could do if someone was upsetting me or if I was being bullied.
	Assertive skills	I can explain what being 'assertive' means and give a few examples of ways of being assertive.
Valuing Difference	Recognising, valuing and celebrating difference (including religions and cultural difference	I can say a lot of ways that people are different, including religious or cultural differences.
	Understanding and challenging stereotypes	I can explain why it's important to challenge stereotypes that might be applied to me or others.

Keeping myself Safe	Managing risk	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.
	Understanding the norms of drug use (cigarette and alcohol use)	I can say a few of the risks of smoking and drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.
	Influences	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.
Rights and Responsibilities	Making a difference (different ways of helping others or the environment)	I can explain how a 'bystander' can have a positive effect on a negative behaviour they witness (see happening) by working together to stop or change that behaviour.
	Media influence	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.
	Decisions about spending money	I can give examples of these decisions and how they might relate to me.
Being my Best	Having choices and making decisions about my health	I can give a few examples of different things that I do already that help to keep me healthy.
	Taking care of my environment	I can give different examples of some of the things that I do already to help look after my environment.
Growing and changing	Body changes during puberty	I can label some parts of the body that only boys have and only girls have.
	Managing difficult feelings	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).
	Relationships including marriage	I can tell you why people get married.

Year 5

Unit	Key Themes	Expected Outcomes
Me and my relationships	Feelings	I can give a range of examples of our emotional needs and explain why they are important.
	Friendship skills including compromise	I can explain why these qualities are important.
	Assertive skills	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertive skills.
Valuing Difference	Recognising, valuing and celebrating difference (including religions and cultural)	I can give examples of different faiths and cultures and positive things about having these differences.
	Influence and pressure of social media	I can explain how people sometimes aim to create an impression of themselves in what they post online, that is not real and what might make them do this.
Keeping myself Safe	Managing risk including keeping safe online	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.
	Norms around use of legal drugs (tobacco, alcohol)	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.
Rights and Responsibilities	Rights and Responsibilities	I can give examples of some of the rights and responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.
	Rights and responsibilities relating to my health	I can give a few different examples of things that I am responsible for to keep myself healthy.
	Decisions about lending, borrowing and spending	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an example of some things they have to allocate money for.

Being my Best	Growing independence and taking responsibility	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.
	Media awareness and safety	I can name several qualities that make people attractive that are nothing to do with how they look, but how they behave.
Growing and changing	Managing difficult feelings	I can explain what resilience is and how it can be developed.
	Managing change	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).
	Getting help	I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year 6

Unit	Key Themes	Expected Outcomes
Me and my relationships	Assertiveness	I can tell bystander behaviour by giving examples of what bystanders do when someone is being bullied.
	Cooperation	I can give examples of negotiation and compromise.
	Safe/unsafe touches	I can explain what inappropriate touch is and give an example.
Valuing Difference	Recognising and reflecting on prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
	Understanding bystander behaviour	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
Keeping myself Safe	Emotional needs	I can explain why emotional needs are important as physical needs and what might happen if a person doesn't get their emotional needs met.
	Staying safe online	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including

		safety around sharing personal information or images, and that there are laws relating to this.
	Drugs – norms and risks (including the law)	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).
Rights and Responsibilities	Understanding media bias, including social media	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
	Caring; communities and the environment	I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.
	Earning and saving money	I can explain the advantages and disadvantages of different ways of saving money.
Being my Best	Aspirations and goal setting	I can tell you how I can overcome problems and challenges on the way to achieving my goals.
	Managing risk	I can give examples of an emotional risk and a physical risk.
Growing and changing	Keeping safe	I can give an example of a secret that should be shared with an adult.
	Body image	I can tell you some emotional changes associated with ‘puberty’ and how people may feel when their bodies changes.
	Self esteem	I can give examples of other ways in which the way a person feels about themselves can be affected (eg images of celebrities).