

Personal, Social and Health Education policy

Greenlands Community Primary School



| | | |
|----------------------------|----------------------|-----------------------|
| Approved by: | Curriculum Committee | Date: Feb 2021 |
| Last reviewed on: | February 2021 | |
| Next review due by: | February 2023 | |

Contents

| | |
|-------------------------------------|---|
| 1. Aims | 2 |
| 2. Statutory requirements | 2 |
| 3. Curriculum | 3 |
| 4. Delivery of RSE | 3 |
| 5. Roles and responsibilities | 4 |
| 6. Monitoring arrangements..... | 4 |
| Appendix 1: Curriculum map | 5 |

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- enable children to become healthier, more independent and more responsible members of society.
- play a positive role in contributing to the life of the school and the wider community.
- develop our pupils' sense of self-worth
- teach them how society is organised and governed.
- experience the process of democracy through participation in the school council.
- teach children about their rights and about their responsibilities.
- appreciate what it means to be a positive member of a diverse and multi-cultural society.
- meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our aims are in line with our school values of respect, compassion, trust, resilience, perseverance and ambition.

2. Statutory requirements

PSHE continues to be a non-statutory subject.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). [Relationships and Sex Education](#) (RSE) is now a statutory subject and has its own policy.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Curriculum

Our PSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. It covers all elements of the PSHE, RSE and Citizenship curriculum.

4. Delivery of PSHE

In Reception, PSHE is taught as an integral part of 'our topic' work. Our teaching matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. We also support citizenship education when we teach 'how to develop a child' knowledge and understanding of the world.' The Reception class base their planning on the EYFS document and work towards the Early Learning Goals. PSHE and citizenship is continually taught, monitored and assessed.

4.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- › Give careful consideration to the level of differentiation needed

4.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources – Quality Assured resources through the PSHE Association
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the PSSE policy, and hold the headteacher to account for its implementation.

5.2 The head teacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- › Delivering PSHE in a sensitive way
- › Modelling positive attitudes to PSHE
- › Monitoring progress
- › Responding to the needs of individual pupils

All class teachers and teaching assistants could be required to teach some aspects of the PSHE curriculum. Louise Hatch is the PSHE lead and she is also responsible for RSE.

5.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

6. Monitoring arrangements

The delivery of PSHE is monitored by Louise Hatch through:

- Planning scrutiny
- Class displays
- Pupil Interviews
- Floor Books
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Louise Hatch every two years.

At every review, the policy will be approved by Curriculum Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|--|-------------------------------------|--|---|
| Year 1 | What is the same and different about us? | Who is special to us? | What helps us stay healthy? | What can we do with money? | Who helps to keep us safe? | How can we look after each other and the world? |
| Year 2 | What makes a good friend? | What is bullying? | What jobs do people do? | What helps us to stay safe? | What helps us grow and stay healthy? | How do we recognise our feelings? |
| Year 3 | How can we be a good friend? | What keeps us safe? | What are families like? | What makes a community? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |
| Year 4 | What strengths, skills and interests do we have? | How do we treat each other with respect? | How can we manage our feelings? | How will we grow and change? | How can our choices make a difference to others and the environment? | How can we manage risk in different places? |
| Year 5 | What makes up a person's identity? | What decisions can people make with money? | How can we help in an accident or emergency? | How can friends communicate safely? | How can drugs common to everyday life affect health? | What jobs would we like? |
| Year 6 | How can we keep healthy as we grow? | | How can the media influence people? | | What will change as we become more independent? How do friendships change as we grow? | |