



## Alderman's Green Primary School

*Alderman's Green where everyone believes in us and we believe in ourselves.*

### Personal, Social, Health and Economic (PSHE) Education

Published date: September 2022

Review date: September 2025

Chair of Governors : Mrs Hayley Shortt

**This policy has been written with the views of all stakeholders e.g. pupils, parents, staff and governors.**

## 1. Intent

### **'Me, my life and my world'**

Our curriculum is key in achieving what children will know and be able to do by the time they leave Alderman's Green; our PSHE curriculum underpins and enhances this further. It is our intention, that all children leave school with a strong sense of self belief, wide skill set, secure knowledge, optimism and the ability to articulate their opinions and make informed choices. We want children to understand and be proud of who they are and know what they have experienced has the potential to shape their futures. We want every child leaving our school with a positive image of themselves and as a member of their community.

Our PSHE curriculum design has been influenced by the needs and views of the young people at Alderman's Green Primary School and the rich diversity of our community. We believe that PSHE education gives our children the knowledge, skills, and attributes that they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. It also equips our children with the skills that they need to thrive as individuals, family members and members of society.

We know that children who are emotionally healthy do better at school. PSHE education helps children to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. PSHE education also helps children to develop skills that are crucial to navigating the challenges and opportunities of the modern world. Our PSHE curriculum is underpinned by with the ethos that 'there are no outsiders in our school'; all people are treated equally and are valued in line with the protected characteristics outlined in the 2010 Equality Act ( age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Our curriculum promotes inclusion, acceptance and respect of others and their beliefs.

Our PSHE curriculum intent is based on the following four key drivers:

**\*Talk** - Conversation is vital for children as it helps them build and make links with new knowledge and existing knowledge, which we know our children need lots of opportunities to develop. Through talking, children can begin to reason allowing them to develop their critical thinking skills. Talk gives children opportunity to discuss their opinions and emotions and those of others to come to conclusions. In PSHE, talk is used throughout all lessons to enhance learning.

**\*Feel** - The emotional hook within lessons which engages children through inspiring or challenging moments and events that are happening within the world. It provides children the opportunity to find their personal meaning and connection within that

lesson, different topics and events that are happening. Feel allows children to engage with the topic at hand and collaborate with other learners through their shared experiences. Feel supports the development of their own emotions and empathy and to consider and understand the viewpoints of others, to equip them with the skills to live in modern Britain.

**\*Question** - Developing children to think critically and apply what they have learnt to wider or new experiences. Through questioning, we are allowing our children to become curious, confident, and resilient learners who develop a rigorous understanding of the learning being taught, their emotions and life experiences. Children are encouraged to question their own opinions and that of others; it also helps to develop an understanding of their community, country and world events which effect these.

**\*Reflect** - Children are able to reflect on what they have learnt, their experiences and opinions and how this will now make a difference within their knowledge and understanding. They will be able to reflect on rich vocabulary learnt, knowledge gained and critically make links between ideas and concepts to inform their decisions and opinions. Children will be able to reflect upon events to allow them to make accurate and safe choices and well informed decisions.

In addition to our PHSE curriculum, our Core and British Values, alongside the spiritual, moral, social and cultural development of our pupils are woven through the curriculum and opportunities that our children experience.



## 2. Statutory requirements

PSHE is a non-statutory subject however the subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of children". Schools must "promote the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepare children at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep children safe. In addition to this, there are aspects of it we are required to teach:

- We must endeavor to follow '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*' DfE, 2020.
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance,
- We must teach health education under the same statutory guidance.

## 3. Implementation

### **3.1 What we teach**

Our PSHE Education curriculum has been carefully designed to reflect the needs of the children at Alderman's Green Primary School. Throughout this process, parents, children, staff and governors were consulted with to gain their views and opinion on curriculum content. Data collected from Yearly School Nurse Questionnaires carried out by our Year 6 pupils, also influenced some of the curriculum content. Our curriculum content meets the requirements as set out in the statutory guidance.

Our PSHE Education curriculum covers:

- Relationships education, which includes; feelings and emotions, families and those who care for me, caring friendships, respectful relationships, online relationships, being safe and valuing difference.
- Physical health and mental well-being, which includes; mental well-being, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.
- Living in the wider world, which includes; rights and responsibilities, community, the law, environment and money management.

Throughout each academic year, we also teach children Protective Behaviours and the NSPCC Pants rule. Themed and awareness days/weeks also enhance our PSHE education curriculum such as Internet Safety Day, Autism Awareness Day, Anti-Bullying Week and fundraising events.

	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
EFYS	<p>During the first few weeks in September, children will take part in the 'Protective Behaviours' Unit of work. This explains the theme of 'feeling good and feeling safe'. Protective Behaviours is based on two key messages:</p> <p><i>We all have the right to feel safe all of the time.</i></p> <p><i>We can talk with someone about anything, even if it feels awful or small.</i></p>	<p>In EFYS, the children will explore a range of topics, opportunities and activities to enable them to meet the Early Learning Goal for Personal, Social and Emotional Development. These are broken into three themes: making relationships, self-confidence and managing feelings and behaviour.</p> <p>Throughout the Year, the children will also take part in 'Protective Behaviours' usually in the Autumn Term, which is revisited when necessary. In addition to this, children will access materials from the CW Project on caring friendships, being kind and families, staying healthy, medicines and people who can help us.</p> <p>Children will explore 6 key themes linked to books from the Programme 'No Outsiders in Our School'.</p>											
Year 1		No Outsiders	What is the same and different about us?	No Outsiders	Who is special to us?	No Outsiders	What helps us stay healthy?	No Outsiders	What can we do with money?	No Outsiders	Who helps to keep us safe?	No Outsiders	How can we look after each other and the world?
Year 2		No Outsiders	What makes a good friend? What are the differences between males and females?	No Outsiders	What is bullying?	No Outsiders	What jobs do people do?	No Outsiders	What helps us to stay safe?	No Outsiders	What helps us grow and stay healthy?	No Outsiders	How do we recognise our feelings?
Year 3		No Outsiders	How can we be a good friend?	No Outsiders	What keeps us safe?	No Outsiders	What are families like? Why is it good to be different?	No Outsiders	What makes a community?	No Outsiders	Why should we eat well and look after our teeth?	No Outsiders	Why should we keep active and well?
Year 4		No Outsiders	What strengths, skills and interests do we have?	No Outsiders	How do we treat each other with respect?	No Outsiders	How can we manage our feelings?	No Outsiders	How will we grow and change?	No Outsiders	How can our choices make a difference to others and the environment?	No Outsiders	How can we manage risk in different places?
Year 5		No Outsiders	What makes up a person's identity?	No Outsiders	What decisions can people make with money?	No Outsiders	How can we help in an accident or emergency?	No Outsiders	How can friends communicate safely?	No Outsiders	How can drugs common to everyday life affect health?	No Outsiders	What jobs would we like?
						How will my body change as I grow?							
Year 6	No Outsiders	How can we keep healthy as we grow?		No Outsiders	No Outsiders	How can media influence people?		No Outsiders	No Outsiders	What will change as we become more independent? How do friendships change as we grow?		No Outsiders	
Resource Base	<p>Resource Base children will access some of their PSHE lessons within their mainstream classrooms. They will also receive tailored and specific PSHE lessons from within the work that they do during their time in the Resource Base including Protective Behaviours. The PSHE Association Planning Framework for SEND pupils will be used to plan small group or individual sessions. The Planning Framework is organised into six themes:</p> <ol style="list-style-type: none"><li><b>1. Self-Awareness</b> (Me, who I am, my likes, dislikes, strengths and interests)</li><li><b>2. Self-care, Support and Safety</b> (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)</li><li><b>3. Managing Feelings</b> (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)</li><li><b>4. Changing and Growing</b> (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)</li><li><b>5. Healthy Lifestyles</b> (Being and keeping healthy, physically and mentally)</li><li><b>6. The World I Live In</b> (Living confidently in the wider world)</li></ol> <p>Staff within the Resource Base will assess a child's needs and carefully plan sessions to cater for their needs accordingly.</p> <p>Children will explore 6 key themes linked to books from the Programme 'No Outsiders in Our School'.</p>												

### 3.2 How we teach it

Our PSHE Education is taught to children through a variety of different ways, such as:

- A discreet PSHE Education lesson is taught to all pupils in school for 1 hour per week. This lesson will be delivered by the children's class teacher.
- Class teachers will ensure that they have the ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. If they have concerns regarding this then they must report this to a member of the Senior Leadership Team and/or the PSHE Education leader,
- Discreet PSHE Education lessons will be appropriately differentiated to meet the needs of all pupils. The Inclusion Lead, SENCo and Resource Base manager advise on how to adjust lessons to meet the needs of SEND pupils and those with Autism,
- Resources from the PSHE Association and also CWP Resources will be used to enhance the delivery of PSHE Education lessons.
- Resources from the 'No Outsiders In our School' Programme will be used to enhance the delivery of PSHE Education lessons,
- Other PSHE Education opportunities are used within the classroom to reinforce themes such as class assemblies, current affairs sessions and through circle time,
- Our PSHE Education curriculum is enhanced through other curriculum areas such as P.E, Computing and Science,
- Our wider school offer enhances PSHE Education through assemblies, whole-school events, fundraising events and themed weeks/days,
- Where appropriate, children may take part in education visits or have visitors come into school to lead workshops to enhance the PSHE Education curriculum,
- Children will be assessed by their class teachers using Assessment for Learning (AfL) and through formal assessment opportunities e.g. work produced on iPads, outcomes of discussions and quizzes.
- PSHE Education will be reported on throughout parents evenings and through the child's end of school year report produced in the Summer Term.

## 4. Roles and responsibilities

### 4.1 The governing board

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

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE Education is taught consistently across the school. The PSHE leader and assistant headteacher will support the headteacher in this role.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE Education on a regular basis. Timetabling issues should not be a reason to not teach PSHE Education,
- Delivering PSHE Education in a sensitive way,
- Modeling positive attitudes to PSHE Education,
- Ensuring that they do not express personal opinion or beliefs and present the facts for children to establish their own opinion,
- Work with children to establish some ground rules for PSHE to provide a supportive and open environment to discuss topics,
- Seek support from other colleagues if unsure or uncomfortable in the teaching of sensitive topics,
- Monitoring and reporting on of children's progress,
- Responding to the needs of individual pupils and adapting lessons to support these needs.

### **4.4 Pupils**

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

Pupils are expected to follow the class ground rules for PSHE Education at all times.

Pupils are encouraged to speak to a trusted adult if they have any concerns or feel uncomfortable discussing a topic.

## **5. Monitoring arrangements**

The delivery of PSHE Education is monitored by the Senior Leadership Team, the PSHE Team and the PSHE Senior Lead through:

- Lesson observations,
- Learning walks,
- Planning scrutiny,
- Book trawls,
- Pupil, staff and parental voice opportunities.

This policy will be reviewed by Maria Unitt annually or sooner if statutory guidance changes. At every review, the policy will be approved by the Senior Leadership Team and the Governing Body.

## 6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education,
- Drugs, Alcohol and Tobacco Education,
- Anti-Bulling Policy,
- Behaviour Policy,
- Teaching and Learning Policy,
- Safeguarding Policy,
- SEN Policy.