



Personal, Social and Health Education Policy

Approved by the Curriculum and Standards Committee in February 2022. This document will be reviewed every two years.

Signed Mrs P Lyall :Headteacher

Signed J Darmanin :Chair of Committee

Review: February 2024

Rationale:

The National Curriculum highlights that Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

We are able to tailor the PSHE programme to reflect the needs of our pupils in order to equip them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

In order for this to be possible, it is essential that pupils are given as many opportunities and experiences to enable them to be aware of their own worth and also to realise that this brings responsibilities towards others. Pupils need opportunities to reflect on the changes and issues which affect them and help them decide how they can become responsible members of society.

Hodnet Primary School uses PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Intent of PSHE and Citizenship curriculum

Following a review of PSHE programmes of study and schemes of work by staff, the Local Authority PSHE co-ordinator, and our consultation with families; our school has chosen to follow 1Decision's scheme of learning to teach the PSHE and RSE curriculum. Feedback, after trialing lessons, was positive from both teaching staff and children. Alongside this scheme, other resources will supplement areas of learning to tailor PSHE to our unique community, school environment and children. For example, some classes take part in Bikeability training, St John's Ambulance First Aid lessons for KS2 and Drug and Alcohol lessons from the PSHE Association. Progression of skills and knowledge in each strand are sequenced using the last PSHE curriculum update in 2020. The revised curriculum subjects affecting primaries included relationships education and health. Updated statutory guidance came into effect from September 2021.

1Decision's resources and information is current and relevant to today's society as well as being Kitemarked. Lessons meet the needs of today's pupils and they are regularly updated to meet these changing needs. Regular continued professional development is available to keep staff up to date.

The 1Decision programme of study contains nine strands for each key stage:

KS1	Keeping and staying safe	Keeping and staying healthy	Relationships	Being responsible	Feelings and emotions
	Computer safety	Our world	Hazard watch	Fire safety	

KS2	Keeping and staying safe	Keeping and staying healthy	Relationships	Feelings and emotions	Computer safety
	The working world	A world without judgement	Growing and changing	First aid	

We supplement our 1Decision programme with elements from Shropshire LA'S Respect Yourself Programme to ensure knowledge and curriculum content is covered deeply and sufficiently for our locality.

A summary of the key objectives of the statutory Relationships Education, Relationships and Sex Education and Health Education curriculum is set out below.

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

PHYSICAL HEALTH AND MENTAL WELL BEING

In addition to the Relationships and Sex Education PSHE coverage, there are additional focuses on Mental and Physical Wellbeing, with further opportunities to discuss managing emotions, respectful behavior and taking care of their body. Lessons will promote a healthy active lifestyle: considering the effect of diet and exercise as well as screen time. It will also encourage children to ask for support from trusted adults if they are worried about their physical or mental health.

EYFS

Early Years Foundation Stage (EYFS) follows the statutory framework for the Early Years Foundation Stage (2021). The Early Learning Goals (ELG) have been linked to the strands of learning in PSHE and will be adapted to the needs of the children and topic as appropriate. EYFS teachers track progress and evidence coverage using Tapestry.

Teachers "must ensure that cognitive development proceeds hand-in-hand with their social and personal development".

The revised curriculum subjects for relationships and health have strands that run across the key stages. These have been linked to the statutory framework for the Early Years Foundation Stage (2021) Early Learning Goals in consultation with EYFS teachers. The new curriculum requirements have been organised across the two areas of relationships and physical health and mental wellbeing. These have been sequenced to ensure coverage by the end of KS2.

Relationships education:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For both Key Stages positive self- esteem and confidence are important as foundations to enable children to be secure, motivated, confident and independent learners. As part of that learning children need to develop assertiveness and skills of negotiation, conflict resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children's personal safety should be addressed and children also need to develop their role as a sensible consumer.

At Hodnet Primary School we believe that our practice in PSHE and Citizenship helps our school to relate well to the local community. Our children are happy, confident and well motivated and have a wish to learn and be involved in all aspects of their learning. Our policy and practice promote equality for everyone.

At our school we are aware that PSHE includes aspects of school life not confined to the classroom e.g. friendship, making school rules, being aware of other cultures and coping with change. These issues are as important as those planned for in the classroom. Both will complement each other as PSHE does not exist in a vacuum. Through the breadth of opportunities offered to children in **both** key stages, pupils will be encouraged to make choices **and** decisions in the issues which affect our lives.

Curriculum Organisation

PSHE and Citizenship will be delivered as follows:

- Half termly through planned units of work with a main focus and cross- curricular links appropriate to the theme.
- The main planned focus will be appropriate to the children at whatever stage of their primary life and the curriculum will ensure progression as sequenced on the skills and progression map.
- Throughout KS1, LKS2 and UKS2 varying aspects of PSHE will be addressed at different times. All of the PSHE and Citizenship curriculum will not be delivered in one year. It is recognised that certain areas will need to be delivered each year or each term as appropriate e.g. making of class rules, the LEA programme for year six pupils.
- By visiting speakers or through visits out of school. At this time all speakers will work with the class teacher
- As with all other areas of the curriculum PSHE in the classroom will be delivered through a range of strategies e.g. whole class or group discussion, circle time, videos, recorded work, drama etc.
- Cross- curricular links will be made whenever possible and identified in planning. The main curriculum area being studied will be evident in recorded work.

- Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PHSE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.
- Relationships and Sex Education (RSE) is delivered in both key stages following the Respect Yourself programme. The programme is delivered annually alongside drugs education provided by the PSHE Assosiation. Where appropriate, links to the science curriculum are made, to give context. In year 6, these programmes are followed in addition to the secondary school transition programme. Please see the RSE policy for further information.

Relationships within school

Relationships at Hodnet Primary School are based on an atmosphere of trust and respect for everyone. Pupils are encouraged to develop good relationships with their peers and to take responsibility for their own behavior. All staff provide very good role models for children and work hard to promote a safe, happy environment for the children. Visitors to the school are welcomed; we have an open door policy for parents. We value the help and support we receive from parents and governors, many of whom help school in a voluntary capacity.

The role of the teacher is to promote PSHE:

- By example
- By using every day experiences to raise social, moral and gender issues
- By offering role play opportunities (e.g. structured play, drama)
- By allocating responsibilities in and around school
- Through games, clubs, outdoor activities and the like
- By giving positive re-enforcement to good behaviour
- Through activities providing both membership and leadership experiences

Liaison with parents

All parents new to the school are given a prospectus setting out school's aims and procedures. Parents are welcomed into school. Any parent wishing to send their child to Hodnet Primary School are welcome to view the school. Staff are always approachable and willing to discuss children's progress and welfare with parents at their request. If staff feel it is necessary they may also ask to speak to parents. We hold regular parent's evenings so that parents can discuss their child's work with the class teacher. Parents of children starting school will also meet our Key Stage One teachers to discuss Foundation Stage Profile Assessment. Parents are given a full formal report on their child's progress at the end of the academic year. Information evenings are also held to consult with, and inform parents e.g maths evenings, sex education policy and prior to residential visits. An online survey was available at the point of parent consultation. Key resources are signposted from the school website, including policies.

Equal Opportunities

All pupils have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that school's PSHE supports the personal and social development of children at home.

Assemblies and PSHE

Through school's assemblies many topics relevant to PSHE will be discussed at the level appropriate to the children. Assemblies are also forums for children to receive positive feedback and to celebrate their achievements at school and in the wider community. Children from KS2 are given responsibility for preparation of the hall. Children from both key stages participate in assemblies at various times, including class assemblies and performances.

Resources available in school

- Social, Emotional Aspects of Learning SEAL
- "PSHE: Respect Yourself: Eat Better, Move More, Relationship and Sex Education" KS1 and KS2 programmes.
- The National curriculum online web—site may also provide useful starting points for study and cross-curricular links. www.nc.uk.net

Key websites

- www.teachernet.gov.uk/pshe
- www.pshe-association.org.uk
- www.1decision.co.uk

Assessment, recording and reporting

Pupils will be informally assessed by staff throughout their work and the reports to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Baseline assessments and summative assessments are completed at key points in the lesson sequences to be able to measure progress. Adult's and children's views are also discussed in UKS2.

This policy will be reviewed in two years.

Signed: _____ Chair of Curriculum Committee

Date: January 2022

Review Date: February 2024