



Hall Green Primary School

DRAFT Policy for PSHE/ RSE
curriculum

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1. Intent

At Hall Green we aim to provide a coherently planned curriculum that equips our young people to play an active and positive role in society, both locally and globally. In an ever-changing world, we realise that it is important to make pupils aware of the different factors that can affect themselves and those around them and provide solutions so that they can deal with matters enabling them to have good mental health and well-being.

Knowledge and skills transferred in sessions promotes the development of moral, cultural, economic, physical and mental development of pupils preparing them for impending responsibilities and experiences in their life. Our Relationship and Sex education enables our children to learn how to be safe, and to understand and develop healthy relationships both now and in their future lives.

We want our pupils to have high aspirations, a belief in themselves and to appreciate the notion that anything is possible should they be willing to put their mind to it.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- Sex education is not compulsory at Primary School level, therefore at Hall Green we focus our sessions on Relationships and Health education.

3. Implementation

PSHE is delivered through the PSHE Association's thematic scheme of work that is in line with the National Curriculum. We cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively covers the statutory Health Education and Relationships Education guidance.

The three learning opportunities are further broken down into nine units with each year groups studying the same unit at the same time (at their own level):

Health and well-being	● Physical health and mental well-being
	● Growing and changing
	● Keeping safe
Relationships	● Families and friendships
	● Safe relationships
	● Respecting ourselves and others
Living in the wider world	● Belonging to a community
	● Media literacy and digital resilience
	● Money and work

3.1. PSHE in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is developed and taught through all seven areas of the curriculum. Each area of the new EYFS framework has been mapped out across the nine units covered through the PSHE Association (in line with the rest of the school units.)

PSHE LINKS EYFS									
PSED	Physical Health and mental well being	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media, Literacy and digital resilience	Money and work
	<p>0-3 Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>0-3 Thrive as they develop self-assurance.</p> <p>0-3 Feel strong enough to express a range of emotions.</p> <p>0-3 Be increasingly able to talk about and manage their emotions.</p> <p>0-3 Safely explore emotions beyond their normal range through play and stories.</p> <p>0-3 Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I</p> <p>3 &4 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>3&4 Show more confidence in new social situations.</p> <p>CIR</p>	<p>0-3 Establish their sense of self.</p> <p>0-3 Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>0-3 Find ways of managing transitions, for example from their parent to their key person.</p> <p>0-3 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>3&4 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p>3 &4 Increasingly follow rules, understanding why they are important.</p> <p>3&4 Remember rules without needing an adult to remind them.</p>	<p>0-3 Engage with others through gestures, gaze and talk.</p> <p>0-3 Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>0-3 Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>0-3 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>0-3 Develop friendships with other children.</p>	<p>3&4 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>3&4 Talk with others to solve conflicts.</p>	<p>0-3 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>0-3 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>3&4 Help to find solutions to conflicts and rivalries.</p> <p>3 &4 Understand gradually how others might be feeling.</p> <p>CIR See themselves as a valuable individual.</p> <p>CIR Build constructive and respectful relationships.</p> <p>CIR Express their feelings and consider the feelings of others.</p> <p>CIR</p>	<p>0-3 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>3&4 Develop their sense of responsibility and membership of a community.</p>		

	Identify and moderate their own feelings socially and emotionally. CIR Show resilience and perseverance in the face of challenge.	3&4 Develop appropriate ways of being assertive. CIR Manage their own needs.				Think about the perspectives of others.			
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Curriculum links

	Physical Health and mental well being	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media, Literacy and digital resilience	Money and work
PD/UTW	<p>0-3 Walk, run, jump and climb – and start to use the stairs independently.</p> <p>3&4 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>CIR Revise and refine the fundamental movement skills they have already acquired:</p> <p>CIR Develop overall body-strength, balance, co-ordination and agility.</p>	<p>0-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>0-3 Start eating independently and learning how to use a knife and fork.</p> <p>3&4 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>CIR Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>CIR Develop overall body-strength, balance, co-ordination and agility</p>	<p>CIR Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>CIR Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>3&4 Begin to make sense of their own life-story and family's history.</p> <p>3&4 Talk about members of their immediate family and community.</p> <p>3&4 Name and describe people who are familiar to them.</p>		<p>0-3 Notice differences between people.</p> <p>3&4 Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>3&4 Continue developing positive attitudes about the differences between people.</p> <p>CIR Understand that some places are special to members of their community.</p> <p>CIR Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>0-3 Make connections between the features of their family and other families.</p> <p>3&4 K now that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>CIR Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>3&4 Explore how things work.</p>	<p>3&4 Show interest in different occupations.</p>

3.2. PSHE in Key Stage 1 and Key Stage 2

PSHE is taught weekly by the class teachers in all year groups. At Hall Green, we promote the needs of the learners, irrespective of gender, culture or background. All teachers take into account the children's age, ability, maturity and readiness when delivering units of work, particularly those of a sensitive nature. Whilst PSHE sessions are taught discreetly in a logical, sequential order, we are also flexible in adapting our provision as and when issues arise, to ensure our curriculum meets the immediate needs of our children. We have tools in place to track year group and statutory coverage of the objectives set out in the PSHE Association scheme. We also take opportunity to forge close links with other subjects such as Computing where online safety is also taught. Many aspects of PSHE are also referred to or revisited through whole school assemblies across the year.

Children throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community based on first hand experiences, which may include, school visits and/ or a variety of school clubs. These activities and extra-curricular experiences encourage children to understand how their choices and behaviours may affect themselves and others. As a school we have been awarded the Well-Being Charter Mark and we also recognise days such as World Mental Health Day, On-line safety days and promotion of anti-bullying initiatives in order to provide children insight to pertinent issues in the world around them and a range of tools to cope with them.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Health and Wellbeing			Spring: Relationships			Summer: Living in the wider world		
	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines;	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug	Types of relationships recognising healthy/unhealthy relationships.	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks

4. Roles and responsibilities

The governing board	The governing board will approve any significant changes to the PSHE policy, and hold the head teacher to account for its implementation.
The Head teacher	The Head teacher is responsible for ensuring that PSHE is taught consistently across the school.
Staff	Staff are responsible for: <ul style="list-style-type: none">● Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.● Flagging up to the PSHE lead and the Head teacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.● Modelling positive attitudes to PSHE● Monitoring and evaluating pupil progress● Responding sensitively to the needs of individual/ groups or cohorts of pupils
Pupils	Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Impact

Overall, we aim to have a positive impact on our pupils by making them prepared for life now and in the future. By the time pupils leave school, they should be on their way to becoming healthy, respectful, socially and morally responsible, active members of society that appreciate difference and diversity. Impact will be measured in the pupil's ability to understand and manage their emotions, look after their mental health and wellbeing and develop positive and healthy relationships with others.

6. Assessment

Assessment throughout the school for PSHE includes;

- Planning and learning, which builds on children's prior knowledge and shows progression in PSHE understanding.
- Observation and discussions with teaching staff ensuring a consistent and coherent provision across the school.
- Using self and peer assessment, as and when necessary, to involve children in understanding their own learning and next steps.

7. Monitoring and evaluation:

The delivery of PSHE is monitored by the PSHE subject leader through learning walks, scrutiny of PSHE journals and pupil group interviews.

8. Professional Development and Training

The PSHE subject leader will ensure they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school such as through delivery and pertinent, available resources.

9. Equal Opportunities.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability, in line with the School Policy for Equal Opportunities

This policy will be reviewed by the subject leader annually. At every review, the policy will be approved by the Head teacher and the Governing Board.