

# Primary PSHE Policy

<b>Board Approved Date</b>	
<b>Version</b>	1.1
<b>Author Initials</b>	PG
<b>Review Date</b>	

**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse

## OUR PURPOSE

We educate pupils so they can lead great lives.

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## 1. Aims

The aims of personal, social, health and economic (PSHE) education in Education South West Primary schools are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands health and wellbeing, relationships and living in the wider world. See Relationship and Sex Education Policy and Scheme of Work.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

### **How this links to the character and ethos of East Allington Primary School:**

East Allington Primary is a Rights Respecting School and has its silver accreditation. Children have a voice and can influence the way their school is run. Children's rights are respected by all stakeholders, keeping them healthy, safe and empowered. This whole school and community approach integrates, supports and reinforces the PSHE curriculum at EA.

The EA fun run held every year complements and gives integrity to the messages of health, wellbeing and community embedded in the PSHE curriculum. Our sports day also reinforces these aspects of the curriculum.

Work with the PTFA fundraising and engaging in community projects provides another practical example of PSHE principles in action at this school.

Our Christmas sing for older members of the community is another example of putting the PSHE curriculum into action.

Our adoption of the relationship based approach to behaviour in the school means we are encouraging children to be able to identify their feelings and as school, acknowledging the importance of children's wellbeing in every interaction, every day.

Every year, an actor, Paul Stevens, performs shows for our year 5 and 6 around bullying and internet safety. These shows enrich our PSHE curriculum in a very memorable way.

The PE lead, Matt Sullivan, teaches PWEB as part of his PE lessons. The principles of this tie in with the PSHE curriculum in terms of resilience and the ability to reflect on mood and emotion.

3 yearly Devon CAP (Child Assault Prevention) workshops remind children and staff of how to be 'Safe, Strong and Free'. These provide materials which will be used alongside our PSHE teaching.

## 2. Statutory requirements

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

We must teach Relationships and Sex Education (RSE) 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. Content and delivery**

#### **3.1 What we teach**

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our school website, or you can obtain a copy by asking in the school office.

For other aspects of PSHE, including Health Education, see the attached curriculum map for more details about what we teach in each Year/Key Stage.

#### **3.2 How we teach it**

- The structure of the lessons: Lessons follow the PSHE Association lesson structure.
- How these are sequenced: these follow the sequence set out in the PSHE Association materials
- Links to Rights Respecting schools: explicit links are made in all lessons
- Character curriculum:
- External visits/activities: visits and activities connected to the PSHE curriculum are detailed above
- Equal opportunities: All children are entitled to these lessons
- Staff training: Training in using the PSHE Association materials will take place
- Resources used: Twinkl for PSHE – 'Teaching SRE with confidence' is used for RSE
- Assessment: children are assessed for their understanding of each unit of the scheme
- Reporting to parents: Termly feedback on PSHE is given to parents either in the form of parent meetings or written reports.

### **4. Roles and responsibilities**

#### **4.1 The governing body**

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

#### **4.2 The Headteacher/ Head of School**

The Headteacher/ Head of School is responsible for ensuring that PSHE is taught consistently across the school.

#### **4.3 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

#### **4.4 Pupils**

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

### **5. Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE Lead and Head of School through:

Planning, scrutiny, learning walks and continual CPD.

This policy will be reviewed by PSHE Lead and Head of School biannually. At every review, the policy will be approved by The Governing Body.

#### **6. Links with other policies**

This policy links to the following policies and procedures:

RSE Policy

Rights Respecting Schools Action Plan

Behaviour Policy

Equal Opportunities Policy

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behavior 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	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
Year 2	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	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
Year 3	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	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognizing 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	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

Year 5	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	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 FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	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	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media