



# UNITED SCHOOLS KINGSTEIGNTON SCHOOL

## **PSHE POLICY**

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

### **Rationale:**

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop positive and respectful relationships, including interactions online.
- Develop a healthy lifestyle, including paying attention to their mental health.
- Develop confidence and make the most of their abilities.
- Prepare to play an active role as citizens through developing skills for living.
- Value themselves and show respect to others, including respecting the differences between people.
- Contribute to their community and the wider world by becoming morally and socially responsible.
- Learn what their rights are within the UNCRC and how they contribute to a safe and healthy lifestyle.

### **Vision:**

Personal, social, health education (PSHE) enables children to become healthy, independent and responsible members of society. We help the children to understand what positive relationships with family and friends look like, including within the online world. They learn to appreciate what it means to be a positive member of a diverse multicultural society. The children learn about how to develop a healthy lifestyle, including valuing the importance of mental health.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. We teach the children about their rights under the UNCRC and explore how they can respect the rights of others. We help develop their sense of self-worth through allowing opportunities to share their personal gifts and talents. We teach them how society is organised and governed. They experience the process of democracy in school through the school council and various opportunities in the classroom environment.

### Aims and objectives:

The aims and objectives of PSHE Education:

- Help children develop an understanding of what a healthy lifestyle looks like, including protecting their mental health.
- Encourage children to develop healthy relationships, including in an increasingly online world.
- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.

### What is Personal, Social, Health Education? (PSHE)

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe; develop worthwhile relationships; respect and appreciate difference and diversity; develop independence and responsibility and make the most of their own abilities and those of others. PSHE is very closely linked to Social, Moral, Spiritual and Cultural development.

### Content of PSHE programme including RSE and Drugs:

We believe that PSHE Education is central to the educational entitlement of all our children. Although it will be taught in part through discrete lessons, elements of PSHE permeate all aspects of school life. During Key Stages 1 and 2, learners gradually build on the skills, attitudes, values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stage 1. PSHE education also assists pupils to cope with the changes at puberty and to deal with peer pressure.

### PSHE in our curriculum

PSHE Education will be covered through a combination of:

- Discrete timetabled sessions
- Teaching PSHE and Citizenship through, and in, other subject/curriculum areas (e.g. Science, English, History, P.E., Computing)
- Learning about their rights under the UNCRC (e.g through assemblies)
- School events and activities (e.g. off-site visits and school celebrations)

### Planning, Teaching and Learning for all areas of PSHE:

Class teachers deliver at least one PSHE session per week. This may be through a circle-time or other format. The work carried out in these sessions will be drawn from plans based on the school's rolling programme for PSHE (Jigsaw and Mindup) and SEAL (Social and Emotional Aspects of Learning). The themes are linked to whole-school themes (for example Anti-bullying week). At times, PSHE sessions may be carried out in response to a specific identified need within the class (for example: talking through dealing with conflicts).

Teachers provide learning opportunities that are matched to the individual needs of all children including those with learning difficulties. PSHE Education themes are often completed in a cross curricular way through other subjects: in particular Science, Geography, English and Computing. We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations and problem-solving activities. As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example: charity fundraising, 'Rights Respecting' events and class assemblies.

In the Foundation Stage, PSHE is taught through the Personal, Social Emotional Development area of learning in the EYFS Curriculum and through the Physical Development – Health and Self Care section. These areas of learning focus on children's relationships, their self-confidence and emotional development and their knowledge of staying safe and healthy. We use the Development Matters document; this non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

### Online safety

Each year, the children will follow a sequence of age-appropriate lessons relating to online safety.

In EYFS, they will

- learn to use technology under adult supervision and learn to tell an adult at home or at school if they see or hear something that upsets them

In KS1, they will

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

In KS2, they will

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

### Differentiation for SEN and Able Children

Throughout their school career, children will be at different levels of maturity; will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children (See RSE policy).

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

### Additional Pastoral Care Arrangements

In our school we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support. The school may use a Boxall profile, at the request of the parent or teacher, to identify potential areas where emotional or social support is needed. We may timetable appropriate small-group or independent support sessions during the afternoons with the aim of developing social skills, life skills and emotional resilience.

### Monitoring and Assessment

Teachers assess the pupils' response to the tasks set in planned activities, as well as their responses in other lessons and across the school day in order to monitor progress. Teachers will highlight curriculum coverage in line with US Big Hub practice. Teachers then provide the subject leader with work samples and/or annotated planning so he/she can monitor attainment and progression across the school. The children take part in pupil conferencing twice a year, where they have the opportunity to discuss their learning and areas that need development.

In EYFS, assessment is based upon achievement of the Early Learning Goal in PSED and Health and Self-care.

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Reviewed:  
January 2022

Review date: January  
2023



## Appendix

### Physical health and mental wellbeing: Primary

By the end of primary school:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>•that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>•that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>•how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>•how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>•the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>•simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>•isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>•that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>•where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>•it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>•that for most people the internet is an integral part of life and has many benefits.</li><li>•about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li></ul>



	<ul style="list-style-type: none"> <li>•how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>•why social media, some computer games and online gaming, for example, are age restricted.</li> <li>•that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>•how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>•where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>•the characteristics and mental and physical benefits of an active lifestyle.</li> <li>•the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>•the risks associated with an inactive lifestyle (including obesity).</li> <li>•how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>•what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>•the principles of planning and preparing a range of healthy meals.</li> <li>•the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>•the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>•how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. •about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>•the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>

	<ul style="list-style-type: none"> <li>•about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>•about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>•the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>•how to make a clear and efficient call to emergency services if necessary.</li> <li>•concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>•key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>•about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Whole School Curriculum.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1,3& 5	<b>PSHE/CIT/ SEAL topic</b>	<b>WE'RE ALL STARS!</b> <ul style="list-style-type: none"> <li>• Community</li> <li>• Rights and responsibilities</li> <li>• Getting to know each other</li> <li>• Working together</li> </ul>	<b>BE FRIENDLY, BE WISE</b> <ul style="list-style-type: none"> <li>• Making and sustaining friendships</li> <li>• Conflict resolution</li> <li>• Anti-bullying</li> <li>• Keeping safe at home and</li> </ul>	<b>LIVING LONG, LIVING STRONG</b> <ul style="list-style-type: none"> <li>• SRE: Growing &amp; caring for ourselves;</li> <li>Valuing difference &amp; keeping safe;</li> <li>Puberty</li> <li>• Healthy eating and exercise</li> <li>• Goal-setting and motivation</li> </ul>	<b>DARING TO BE DIFFERENT</b> <ul style="list-style-type: none"> <li>• Identity and self esteem</li> <li>• Difference and diversity</li> <li>• Peer influence and assertiveness</li> </ul>	<b>DEAR DIARY</b> <ul style="list-style-type: none"> <li>• Comfortable and uncomfortable feelings</li> <li>• Problems in relationships</li> <li>• Anti-bullying</li> <li>• Help and support</li> </ul>	<b>JOINING IN AND JOINING UP</b> <ul style="list-style-type: none"> <li>• Needs and responsibilities</li> <li>• Participation</li> <li>• Local democracy</li> <li>• Voluntary groups</li> <li>• Fund-raising activities</li> </ul>
Years 2,4&6	<b>PSHE/CIT/ SEAL topic</b>	<b>IT'S OUR WORLD</b> <ul style="list-style-type: none"> <li>• The wider community and local democracy</li> <li>• Rights and responsibilities</li> <li>• Environmental awareness and sustainability issues</li> </ul>	<b>SAY NO!</b> <ul style="list-style-type: none"> <li>• Drugs Education: medicines and legal drugs</li> <li>• Drugs Education: illegal drugs and risk-taking behaviour</li> <li>• Feeling safe</li> <li>• Anti-bullying</li> </ul>	<b>MONEY MATTERS</b> <ul style="list-style-type: none"> <li>• Understanding finance and money</li> <li>• Shopping and budgeting</li> <li>• Risk and debt</li> <li>• Goal-setting and motivation</li> </ul>	<b>WHO LIKES CHOCOLATE?</b> <ul style="list-style-type: none"> <li>• Fair trade</li> <li>• Globalisation</li> <li>Inequalities</li> <li>• Hunger and poverty</li> <li>• Media and stereotyping</li> </ul>	<b>PEOPLE AROUND US</b> <ul style="list-style-type: none"> <li>• Global citizenship</li> <li>• Different identities around the world</li> <li>• Challenging prejudice</li> <li>• Support networks - relationships and families</li> </ul>	<b>GROWING UP</b> <ul style="list-style-type: none"> <li>• SRE: Differences; Growing up; Puberty &amp; reproduction</li> <li>• Managing change Preparing for transition</li> </ul>
	<b>Whole school focus/diary dates</b>	<ul style="list-style-type: none"> <li>• Rewards and consequences, school rules</li> <li>• Setting up a School Council</li> <li>• Black History Month</li> <li>• One World Week</li> </ul>	<ul style="list-style-type: none"> <li>• National Anti-Bullying Week</li> <li>• Bonfire Night</li> <li>• Road Safety Wk</li> <li>• Sustainable Development Day</li> <li>• International Children's Day</li> <li>• Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>• Unicef Day of Change</li> <li>• Walk to School Week</li> <li>• Recycling Week</li> <li>• Holocaust Memorial Day</li> <li>• Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>• International Women's Day</li> <li>• Mother's Day</li> <li>• Red Nose Day</li> <li>• Fairtrade Fortnight</li> <li>• International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Family Week</li> <li>• National Children's Day</li> <li>• Disability Awareness Day</li> <li>• Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee Week</li> <li>• World Environment Day</li> <li>• Summer Fayre</li> <li>• International Week</li> <li>• My Money Week</li> </ul>