

St Saviour's C of E Academy

Personal Social Health Education Policy

Summer 2020

Aims and Objectives

At St Saviour's C of E Academy, we work to provide a broad and balanced curriculum for PSHE (Personal, Social and Health Education) and Citizenship. We strive to develop the two main aims set out in the National Curriculum guidance for schools:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

(2002 Education Act and the 2010 Academies Act)

At St Saviour's Academy, we encourage our pupils to become healthy, independent and responsible members of society, able to make informed choices. We encourage them to play a positive role in contributing to the life of our school and our community.

We aim to cover three main strands across each year group, these are;

- Autumn – Relationships
- Spring – Living in the Wider World
- Summer – Health and Wellbeing

We identify the school values of *friendship, honesty, respect, perseverance, forgiveness and aspiration* throughout the PSHE curriculum.

Curriculum

St Saviour's Academy have considered the new PSHE statutory framework in choosing and developing the following scheme of work. Each year group will complete the following.

	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 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	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 reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	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	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 time online	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

Early Years Foundation Stage

We relate all PSHE aspects of work to the objectives set out in the Early Years framework Development Matters. The teaching of “Knowledge and Understanding of the World” also supports citizenship education. Pupil’s progress towards goals is updated each term.

Teaching and Learning

The implementation of our PSHE policy is age appropriate and highly differentiated depending on the year group of the child. We use a range of teaching styles to ensure that all pupils learn and make good progress. Children are involved in discussions, investigations, problem-solving activities and topic-based learning. Children have the opportunity to work in different groupings within the classroom, for example, whole class, in pairs, ability groups, friendship groups and mixed groupings. Our pupils take part in a range of activities that promote our school values and we aim to end each lesson or activity linked to PSHE with time for reflection on personal and social learning, believing that our pupils will develop important life-skills and self-knowledge during PSHE sessions.

Teaching staff will not present their views as inherently, keeping their own opinions private. Freedom of speech will be valued, however, equally not intimidated, abused or judged.

PSHE and Citizenship Curriculum Planning

The PSHE curriculum is delivered through timetabled lessons and cross-curricular themes.

We may also teach PSHE through:

- On-going classroom learning when it links to our topics.
- Assembly-time, including “Celebration assemblies” and “Values assemblies.”
- Circle time
- Whole-school events, for example, the visit of a theatre company, highlighting a PSHE issue, “Anti-Bullying Week” or themed days and/r weeks, including such as red nose day, sports and comic relief.
- Visits/trips out of school
- Difference and Diversity sessions.

Equal Opportunities

Alongside our equal opportunities policy, the school’s PSHE program of study is designed to promote the achievement of our aims and to ensure that the children have equal access to them, inclusive of every child.

To achieve this, the school’s approach to PSHE will take into account and be differentiated if appropriate of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs

Pupils who are assessed to be vulnerable and when necessary, children will receive additional PSHE support e.g. one to one support, additional conversations or explanations.

Monitoring and Review

The PSHE co-ordinator is responsible for monitoring the quality of teaching and the standards of work. They support colleagues and share current developments, initiatives and challenges any colleagues providing the PSHE curriculum may face. The PSHE co-ordinator

checks coverage of PSHE areas of learning by studying the examples of teaching and evidence collected.

Assessment and record keeping

Children will be assessed through informal questioning and evidence produced related to each topic. Teachers should assess each module requirements with reference to children's knowledge, understanding and skills. Children are given verbal feedback where appropriate to help guide their progress and are encouraged to make their own judgements.

Each teacher will be responsible for recording children's work in a whole-class PSHE book. Alongside this, teachers will be responsible for assessing all children at the end of each topic using a RAG assessment sheet.

Although our PSHE lessons are inclusive, If a child needs further support in a specific topic, teachers will speak to the PSHE coordinator and a plan of action for intervention will be put in place.

Relationships and Sex Education (RSE)

RSE is taught throughout our PSHE lessons. Please see RSE policy on our website to find out more.

Written Summer 2020

Review Summer 2023

Principal L Davis

Signed 

Chair of Governors M Weller



Signed