

St Saviour's C of E Academy
Personal, Social, Health and Economic Education (PSHE)
Policy
Autumn 2021

Aims and Objectives

At St Saviour's C of E Academy, we work to provide a broad and balanced curriculum for PSHE (Personal, Social, Health and Economic 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 (2020) in choosing and developing the following scheme of work. The scheme of work has been chosen from the PSHE Association guidance, each year group will complete the following topics.

	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 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

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

Teachers use the guidance from the PSHE Association, and the learning objectives provided to plan their lessons. They will use the planning document

to record the lesson objective, resource, activity, evidence collected and where it would be located (e.g. PSHE book/ Science book etc) and any final comments on the lesson. They may also record some assessment details.

The PSHE curriculum is delivered through timetabled lessons and cross-curricular themes. We may also teach PSHE through (but not limited to):

- On-going classroom learning when it links to our topics.
- Assembly-time, including "Celebration assemblies" where value certificates are given.
- Circle time
- Whole-school events, for example, the visit of a theatre company, highlighting a PSHE issue, "Anti-Bullying Week" or themed days and/ weeks, including such as red nose day, sports and comic relief.
- Visits/trips out of school
- Difference and Diversity sessions
- My Happy Mind and Kapow
- Awareness days such as mental health day, etc

Early Years Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning (Development Matters) therefore an integral aspect of daily planning, teaching and learning. This includes:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the class. Some ideas may be taken from the jigsaw scheme, including

- Being me in the world,
- Celebrating difference,
- Dreams and goals,
- Healthy me,
- Relationships,
- Changing me

Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. Assessment will take place informally and is recorded on tapestry.

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 be considered and be differentiated if appropriate of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs
- Pupils who are assessed to be vulnerable

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, PSHE based topic days 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. Children will be assessed at the beginning of a topic, so teachers understand what the children already know. They will then assess the children again at the end of the topic 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.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Relationships and Sex Education (RSE)

RSE is mostly taught (but not limited to) throughout our PSHE lessons, Science lessons, Difference and Diversity lessons and P.E lessons. Please see RSE policy on our website to find out more.

Parents and carers Views

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education). During May 2020, parents were asked for their views on the new statutory RSE curriculum and our new approach to PSHE. We received two positive replies.

During September 2020, we asked parents for their views a second time and received no responses.

Reviewed and updated: Summer 2023.