

High Wycombe Church of England School



POLICY: Personal, Social, Health and Economic (PSHE) Education

COMMITTEE: Curriculum Committee

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High Wycombe Church of England School

Personal, Social, Health and Economic Education Policy

'Be Strong and Courageous'

Personal, Social, Health and Economic (PSHE) Education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

Under section 78 of the Education Act 2002, a PSHE curriculum:

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

Our School Vision

High Wycombe C of E is a happy school; our Christian values underpin all that we do, furthermore it is where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

Our school vision and Christian ethos is strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

As part of providing a broad and balanced PSHE curriculum, we nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHE curriculum. whole-school approach, which is implemented from Reception through to Year 6. In our school we deliver PSHE using three main themes, which underpin the fundamental aspects of emotional wellbeing: Health and Wellbeing, Relationships and Living in the Wider World. These themes cover the statutory guidance outlined by the Department for Education and support our school values:

- Health and Wellbeing (physical wellbeing, mental health, growing and changing, keeping safe)
- Relationships (healthy and safe relationships, managing hurtful behaviour and bullying, respecting self and others)
- Living in the Wider World (rights and responsibilities, media literacy, communities, economic wellbeing: money and careers)

Planning, Teaching and Learning

PSHE learning is structured around an overarching question for each term or half term. These begin in Key Stage 1 as ‘What?’ and ‘Who?’ questions and build throughout Key Stage 2 into ‘Why?’ and ‘How?’ questions. The three core themes (Health and Wellbeing, Relationships and Living in the Wider World) are covered over the year in each year group. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. The school is currently subscribing to PSHE Association to support teachers’ planning and teaching of the topics covered. PSHE is taught for 30 minutes per week in KS1 and KS2. Many aspects of PSHE are also taught through other curriculum areas, such as R.E and Computing, through assemblies, events, educational visits and class courageous advocacy projects.

Being members of the PSHE Association, and having access to their programme of study, ‘programme builders’ and wealth of resources, helps guide and support teachers to plan and teach topics which may create debate. The PSHE Association supports teachers to plan and prepare for questions which may arise and have a quality assured resource in place to refer to, to ensure personal beliefs and attitudes do not influence teaching. Furthermore, if any teachers are unsure about their ability to teach certain areas of the PSHE curriculum, they have access to up to date key guidance, the ability to exchange ideas within a community of dedicated practitioners and most importantly, can get support from PSHE Association subject experts.

Just like in any lesson, teachers draw upon resources to support the learning of all pupils in regards to ability or SEND need. This could come in the form of having smaller group discussions or using story books which supplement the key theme/message being taught within a lesson.

Reception Curriculum

The EYFS curriculum encompasses Personal, Social and Emotional Development; areas of focus are:

Self-confidence and Self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class,

and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

EYFS (PSED)					
Autumn 1: What are friendships? <i>Relationships</i>	Autumn 2: What is teamwork? <i>Relationships</i>	Spring 1: What keeps me safe? <i>Health and wellbeing</i>	Spring 2: What can I do to help? <i>Living in the wider world</i>	Summer 1: How can we reach for the stars? <i>Living in the wider world</i>	Summer 2 : What is good for my body? <i>Health and wellbeing</i>
Year 1					
Autumn 1: What is the same and different about us? <i>Relationships</i> Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	Autumn 2: Who is special to us? <i>Relationships</i> Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	Spring 1: What helps us stay healthy? <i>Health and wellbeing</i> Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	Spring 2: What can we do with money? <i>Living in the wider world</i> Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	Summer 1: Who helps to keep us safe? <i>Health and wellbeing</i> Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	Summer 2: How can we look after each other and the world? <i>Living in the wider world</i> Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3
Year 2					
Autumn 1: What makes a good friend? <i>Relationships</i> Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	Autumn 2: What is bullying? <i>Relationships</i> Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	Spring 1: What jobs do people do? <i>Living in the wider world</i> People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	Spring 2: What helps us to stay safe? <i>Health and wellbeing</i> Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	Summer 1: What helps us grow and stay healthy? <i>Health and wellbeing</i> Being healthy; eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	Summer 2: How do we recognise our feelings? <i>Health and wellbeing</i> Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27
Year 3					
Autumn 1: How can we be a good friend? <i>Relationships</i> Friendship; making positive friendships, managing loneliness,	Autumn 2: What keeps us safe? <i>Health and wellbeing</i> Keeping safe; at home and school; our bodies; hygiene;	Spring 1: What are families like? <i>Relationships</i> Families; family life; caring for each other	Spring 2: What makes a community? <i>Living in the wider world</i> Community; belonging to groups; similarities and	Summer 1: Why should we eat well and look after our teeth? <i>Health and wellbeing</i> Being healthy; eating well, dental care	Summer 2: Why should we keep active and sleep well? <i>Health and wellbeing</i> Being healthy; keeping active, taking rest

dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	PoS refs: R5, R6, R7, R8, R9	differences; respect for others PoS refs: R32, R33, L6, L7, L8	PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	PoS refs: H1, H2, H3, H4, H7, H8, H13, H14
Year 4					
Autumn 1: What strengths, skills and interests do we have? <i>Health and wellbeing</i> Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	Autumn 2: How do we treat each other with respect? <i>Relationships</i> Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	Spring 1: How can we manage our feelings? <i>Health and wellbeing</i> Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	Spring 2: How will we grow and change? <i>Health and wellbeing</i> Growing and changing; puberty PoS refs: H31, H32, H34	Summer 1: How can our choices make a difference to others and the environment? <i>Living in the wider world</i> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	Summer 2: How can we manage risk in different places? <i>Health and wellbeing</i> Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15
Year 5					
Autumn 1: What makes up our identity? <i>Health and wellbeing</i> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	Autumn 2: What decisions can people make with money? <i>Living in the wider world</i> Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	Spring 1: How can we help in an accident or emergency? <i>Health and wellbeing</i> Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	Spring 2: How can friends communicate safely? <i>Relationships</i> Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	Summer 1: How can drugs common to everyday life affect health? <i>Health and wellbeing</i> Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	Summer 2: What jobs would we like? <i>Living in the wider world</i> Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32
Year 6					
Autumn 1 and 2: How can we keep healthy as we grow? <i>Health and wellbeing</i> Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10		Spring 1 and 2: How can the media influence people? <i>Living in the wider world</i> Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23		Summer 1 and 2: What will change as we become more independent? How do friendships change as we grow? <i>Relationships</i> Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Developing SMSC

We aim to promote and develop pupils' SMSC understanding through the PSHE curriculum:

Spiritual

- Pupils explore their own beliefs, dreams and ambitions in life and have the opportunity to reflect on how to achieve their set goals
- Pupils are taught to respect and learn more about other people, their values and beliefs

Moral

- Pupils are encouraged to comment on moral questions and dilemmas raised throughout the PSHE curriculum
- Pupils are encouraged to reflect on their role in society and how they impact others in a variety of ways
- Pupils are taught to develop open mindedness when considering the actions and decisions of people

Social

- Oracy opportunities are planned in to encourage pupils to listen, respond, challenge and debate ideas appropriately with their peers
- Opportunities for independent, paired and group work are planned to improve pupils' own social development
- Pupils develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. For example, making responsible decisions about alcohol, to succeeding in their first job

Cultural

- Pupils are taught to respect and value difference in our community and the wider world and how we are able to learn and grow together
- Pupils are encouraged to gain an understanding of and empathy with people who hold different opinions to their own
- Diversity is celebrated throughout the PSHE curriculum

Promoting Fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our PSHE curriculum, as well as our school vision statement, our Christian values, key stage assemblies and through everyday aspects of school life.

- The question-based model for each topic/unit of work within PSHE allows pupils to question, reflect and create discussion about the wider world they live in.
- British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs are embedded in the PSHE curriculum.
- Pupils have the opportunity to discuss and appreciate what it means to live in the wider world, what it means to belong to a group/community and respect the similarities and differences between people.
- By talking about healthy relationships and what makes a good friend throughout both KS1 and KS2, pupils develop an understanding of what it means to be courteous, to respect themselves and others.
- We teach pupils to respect and value diversity through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Promoting a Healthy Lifestyle

We strongly believe that 'a healthy body means a healthy mind' and therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing freshly cooked school meals everyday
- Organising a 'Healthy Heroes' sports week
- Promoting walking to school
- Learning about the importance of being healthy in Science and D.T
- Offering active after-school clubs, such as football
- Providing daily fresh fruit for KS1 and free milk for children under five
- Providing children with regular movement breaks
- Encouraging active break and lunchtimes, including the daily mile

Assessment, Recording and Reporting

In Reception, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements based on daily interactions and evaluations.

We use the PSHE Association 'Question-based model' to deliver our PSHE curriculum, whereby key questions are asked at the beginning and end of each unit. In KS1 and KS2, a group of children in each year group are responsible for recording the classes thoughts and opinions to each question to demonstrate the changing understanding and response to the question for each unit. Class teachers use this, alongside ongoing observations to assess children's progress in PSHE.

It is hoped through the unit of teaching that children are then able to answer the questions in more depth, drawing upon what they have learned. Having children

answer these questions at the beginning of a unit of work also supports the teacher in understanding the pitch and starting point for each unit. In this way, teachers tailor the PSHE curriculum to the needs of the children within our school and can better assess pupils' understanding throughout each unit of work.

Monitoring and Evaluation

The Headteacher, Assistant Headteachers and PSHE subject leader are responsible for monitoring the standards of children's progress and achievement, and quality of teaching.