



# PSHE Policy

June 2021

## **Aims and Objectives**

### **The Importance of PSHE**

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Holly Primary School children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- ◆ Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- ◆ Provides information about keeping healthy and safe, emotionally and physically;
- ◆ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

### **Organisation / Provision**

PSHE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PSHE through and in other subjects/curriculum areas
- ◆ Circle Time
- ◆ Specialised assemblies
- ◆ PSHE activities and school events e.g. Anti-bullying week/ Time to Talk Day etc.
- ◆ Pastoral care and guidance
- ◆ Visiting speakers

### **PSHE in the Early Years Foundation Stage**

PSHE is referred to as PSED (Personal, Social and Emotional Development). It is a Prime Area in the EYFS curriculum. The aspects include:

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

It is also covered through the Prime Area PD (Physical Development).

This aspect covers:

- Health and self-care

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily

opportunities to share and enjoy a range of different activities. Teachers also encourage children to share their feelings daily and learn how to manage their feelings in a safe and nurturing environment.

### **Key Stage 1 and Key Stage 2**

During KS1 and KS2, learners build upon the skills, attitudes and values, knowledge and understanding that they began to acquire in EYFS.

As a school we follow the PSHE Association's programme of study for our PSHE teaching. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

The Programme of Study is delivered through 3 core themes.

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

### **Specific Objectives**

**For children to:**

#### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Know how to manage risks to physical and emotional health and wellbeing.
- Understand ways of keeping physically and emotionally safe.
- Know how to manage change, including puberty, transition and loss.
- Be aware of safety issues, including how to respond in an emergency.

#### **Relationships**

- Understand how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

#### **Living in the Wider World**

- Learn about respect for self and others.
- Know the importance of responsible behaviours and actions.
- Learn about rights and responsibilities as members of families, other groups and ultimately as citizens.
- Know about different groups and communities.
- Learn to respect equality and to be a productive member of a diverse community.
- Know about the importance of respecting and protecting the environment.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

### **Curricular Links**

The following curricular links show where we aim to teach some of the PSHE objectives, in addition to the discrete teaching in order to ensure full coverage of the Framework at

## Key Stages 1 and 2.

- English – skills in enquiry and communication, the use of stories illustrating aspects of PSHE.
- Maths – aspects of financial capability, counting and sharing.
- Science – drugs (including medicines), sex, health, safety and the environment.
- Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise.
- Geography – topical issues concerning the environment, study of own locality and the wider world, including less economically developed countries.
- History – looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past.
- ICT – communicating with others, including online safety.
- Design and Technology – health and safety, healthy eating, use of technology, realising the needs of people through designs.
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music – making the most of abilities in playing and singing, cultural diversity, expression.

## **Assessment and Monitoring**

Holly Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end, assessments will be made through informal observations of children and by talking to and discussion between pupils. Marking of children's PSHE work where this is relevant will inform the teachers of individuals' understanding. PSHE work will be monitored by the PSHE co-ordinators throughout the year to ensure that objectives are being covered and progress can be seen throughout the school.

## **Policy Links**

PSHE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Anti-bullying
- British Values and Equality
- Child Protection

- Health and Safety
- Mental Health and Wellbeing
- Religious Education and Collective Worship
- School Behaviour Policy
- Sex and Relationships Education

### **Working with Parents/Carers and the Community**

At Holly Primary we aim for PSHE to complement the personal and social development of children provided in the home and the local community.

A high priority is working with parents and is a vital part of the whole school approach. Parents are encouraged to become involved in the life of the school. Parents are kept fully informed of the school's policies relating to PSHE and we aim to keep parents and guardians involved in school life. If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Holly Primary values the contributions of the community and outside agencies to the personal, social and health development and citizenship of our children through active involvement in the life and philosophy of the school. We invite a wide range of representatives to talk to the children, including the School Nurse, civic leaders, local businesses, Police, Fire Service, drug agencies, local religious and community based figures.