

Personal, Social, Health and Economic Education Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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Our Vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Introduction

At St Luke's C of E Primary School we aim to support the children as individuals both academically and emotionally. This document will outline our aims, principles and the strategies for the teaching of PSHE and Citizenship.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Aims of PSHE

- To provide pupils with the knowledge, skills and understanding they require to lead confident, healthy and independent lives and to become informed, actively responsible citizens.
- To encourage children to understand how to value themselves and others within the wider community and to develop respect for individual differences.
- Understand the need to live balanced and healthy lifestyles and how to look after themselves.
- To promote each child's spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- To keep high the profile of emotional health and well-being within the school.

- To record and communicate each child's progress throughout their time at school in order to support each individual's academic and emotional needs.
- To support each pupil's ability to manage their own behaviour and the decisions that they make.

How do we ensure that our aims are achieved?

We aim to:

- Promote a positive environment that builds on self-esteem, self-discipline and self-confidence.
- Consider social and moral dilemmas that the children may come across in life and to enable them to develop strategies for solving problems and resolving conflict (e.g. smoking, money, resources).
- Provide opportunities for self-assessment and target setting that encourage children to become increasingly responsible for their own learning within a positive environment that allows children to feel valued and secure.
- Develop the ability and confidence to express feelings, concerns, opinions and ideas.
- Encourage respect for others (their feelings, concerns, opinions and ideas).
- Promote opportunities for successful co-operative and collaborative work.
- Use effective reward and sanction systems.
- Involve parents and the local community in recognising the success of individuals (e.g. school productions, singing performances, Church Services, events held for the elderly).
- Provide opportunities for children to meet and talk with people by involving key members of the community in PSHE education (e.g. school nurse, police, governors, church, etc).
- Encourage children to make real choices and decisions about themselves, their school and the community and to participate in democratic structures (class rules, debates, School Council).
- Enable children to have access to information and advice (e.g. from older pupils, mid-day supervisors, through helplines, by understanding about welfare systems in society). (DFEE, National Curriculum 2000)

PSHE includes:

1. An introduction to the school and the way it functions as an organisation.
2. Safety in school.
3. Safety in the community.
4. Physical, social and emotional development.
5. Sexual health and relationship education.

PSHE Learning outcomes

Key Stage 1

Autumn: Me and my relationships

- I know about good and not so good feelings, a vocabulary to describe my feelings to others and to develop simple strategies for managing feelings.
- I can communicate my feelings to others, to recognise how others show feelings and how to respond.
- I can recognise that my behaviour can affect other people
- I know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- I recognise what is fair and unfair, kind and unkind, what is right and wrong
- I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class
- I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- I can offer constructive support and feedback to others
- I can identify and respect the differences and similarities between people
- I can identify special people (family, friends, carers), what makes them special and how special people should care for one another
- I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- I know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- I can recognise when people are being unkind either to me or others, how to respond, who to tell and what to say
- I can recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- I know strategies to resist teasing or bullying, if I experience or witness it, whom to go to and how to get help

Spring: Keeping Safe and Healthy

- I know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health, to recognise that choices can have good and not so good consequences.
- I know the importance of, and how to, maintain personal hygiene
- I know how some diseases are spread and can be controlled; the responsibilities I have for my own health and that of others; to develop simple skills to help prevent diseases spreading
- I know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

- I know that household products, including medicines, can be harmful if not used properly
- I know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- I know about people who look after me, my family networks and who to go to if I am worried and how to attract their attention
- I know about the ways that I can help the people who look after me to more easily protect myself.
- I recognise that I share a responsibility for keeping myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that I do not need to keep secrets
- I know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Summer: Changes

- I can think about myself to learn from my experiences to recognise and celebrate my strengths and set simple but challenging goals.
- I understand change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- I can communicate my feelings to others, to recognise how others show feelings and how to respond
- I can recognise that my behaviour can affect other people
- I know about good and not so good feelings, a vocabulary to describe my feelings to others and to develop simple strategies for managing feelings
- I know about the process of growing from young to old and how people's needs change
- I know about growing and changing and new opportunities and responsibilities that increasing independence may bring

Living in the wider world

- I know how I can contribute to the life of the classroom and school
- I can help construct, and agree to follow, group, class and school rules and to understand how these rules help me
- I know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- I know that I belong to different groups and communities such as family and school
- I know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

- I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- I know about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- I know ways in which I am unique; understand that there has never been and will never be another 'me'
- I know ways in which we are the same as all other people; what we have in common with everyone else
- I know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Key stage 2

Me and my relationships

- I can recognise and respond appropriately to a wider range of feelings in others
- I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support
- I can recognise different types of relationship, including those between acquaintances, friends, relatives and families
- I know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- I know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- I know that my actions affect me and others
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond
- I know the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- I can listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- I can work collaboratively towards shared goals
- I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself

- I know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)
- I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)
- I can recognise and manage ‘dares’
- I can recognise and challenge stereotypes
- I know about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- I know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- I know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- I know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- I understand personal boundaries; I can identify what I am willing to share with my most special people; friends; classmates and others; and that we all have rights to privacy
- I can deepen my understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- I can recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these

Keeping safe and Healthy

- I know what positively and negatively affects my physical, mental and emotional health
- I how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’
- I recognise opportunities and develop the skills to make my own choices about food, understanding what might influence my choices and the benefits of eating a balanced diet
- I recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- I can reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- I can differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’
- I can recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- I can recognise how my increasing independence brings increased responsibility to keep myself and others safe

- I know that bacteria and viruses can affect health and that following simple routines can reduce their spread
- I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- I can recognise when I need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable or anxious or that they think is wrong
- I know school rules about health and safety, basic emergency aid procedures, where and how to get help
- I know what is meant by the term 'habit' and why habits can be hard to change
- I know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage my immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others
- I know how my body will, and my emotions may, change as they approach and move through puberty
- I know about human reproduction
- I know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact
- I know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- I know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- I know about people who are responsible for helping me stay healthy and safe; how I can help these people to keep them healthy and safe.
- I know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).
- I know how to manage requests for images of me or others; what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable or are concerned by such a request

Changes (See SRE Policy)

- I know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- I know how my body will, and my emotions may, change as they approach and move through puberty
- I know about human reproduction

- I know about taking care of my body, understanding that I have the right to protect my body from inappropriate and unwanted contact.

Living in the wider world

I can research, discuss and debate topical issues, problems and events that are of concern to me and offer my recommendations to appropriate people

I know why and how rules and laws that protect me and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

I know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

I realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for myself or for others at risk

I know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

I know what being part of a community means, and about the varied institutions that support communities locally and nationally

I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

I can consider the lives of people living in other places, and people with different values and customs

I know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

I can develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

I know what is meant by enterprise and begin to develop enterprise skills

I can explore and critique how the media present information

I can critically examine what is presented to me in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Early Years Foundation Stage.

The Early Years Foundation Stage specifies that children should work towards achieving specific early learning goals;

Personal, social and emotional development:

Self-confidence and self-awareness: children are confident to try new activities, and 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 the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, 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.

The Early Years Foundation Stage curriculum is play based and relies heavily on well planned play opportunities to progress children's own natural learning.

When and where does the teaching of PSHE take place?

Opportunities for PSHE occur through planned aspects of the curriculum, during timetabled sessions and as a result of incidents which occur on a day-to-day basis.

There are different forms of curriculum provision for PSHE:

- Discrete curriculum time.
- Teaching of PSHE within other curriculum areas.
- Through PSHE activities and school events.

Planning and Resourcing

The school follows a two-year rolling programme based on SEAL. The areas covered for the whole school come under the following themes and are taught in the terms stated: Me and my relationships (Autumn Term), Keeping safe and healthy (Spring Term), Changes (Summer Term).

Class teachers are responsible for delivering a blocked weekly unit of discrete PSHCE teaching each term. A range of different teaching strategies and materials are provided to ensure our aims are achieved. This may take the form of direct teaching, child or teacher led discussions, open forums, circle time, debates, outside visitors etc.

Provision through other curriculum areas

Class teachers and visiting agencies provide links between PSHE and other curriculum areas.

Whole school PSHE activities and events

Celebration of children's individual strengths and achievements occur through assemblies, festivals, school sports and musical activities and drama.

Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together and for them to develop and maintain relationships under different circumstances.

Children are encouraged to become involved in charitable events such as fundraising at Harvest and Christmas time as well as other events throughout the year such as Children In Need.

Assessment, recording and reporting

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is paper based or takes some alternative form. This formative assessment informs the direction in which learning is taken forward in the next lesson's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each term.

Assessment will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during or after each lesson) whether a child has exceeded national expectations, is working as is expected for their year group or is emerging/working-towards the national expectations.

Teachers use Afl to assess and RAG rate children's progress each PSHE lesson by filling in a green, yellow or red dot on the assessment grid. Target tracker is updated termly.

Monitoring and Reviewing

The subject leader uses the two year rolling programme and engages in informal discussion with staff to ensure that the best use is made of resources and funds.

Samples of work and copies of medium-term plans are collected and kept in a file.

The subject leader looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Role of the subject leader

The PSHE leader is responsible for coordinating the subjects through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance and access to a scheme of work to show how aims are to be achieved and how the variety of all aspects of PSHE are taught.
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of PSHE throughout the school
- assisting with requisition and maintenance of resources required for the teaching of PSHE. Again this will be within the confines of the school budget.
- monitoring progress over time

Links to other school policies

Other whole school policies contribute to PSHE:

- Safeguarding Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Sex and Relationships Education Policy
- Religious Education Policy
- Physical Education Policy
- Special Educational Needs Policy
- Early Years / Foundation Stage Policy
- Behaviour Policy
- Anti- Bullying Policy

