



PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION POLICY

This policy outlines our school's approach to 'Personal, Social, Health and Economic Education' (PSHE). It reflects the statutory changes to Relationships Education, Relationships and Sex Education (RSE) and Health Education schools from September 2020.

Intent

At Worsthorne Primary School, we intend for PSHE (Personal, Social, Health and Economic) Education to be embedded and present in our day to day teaching and learning. Our PSHE objectives, meeting the requirements of the Statutory Guidance, are delivered through a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

Our core school values to support children to be **resilient, independent, reflective, creative, confident and respectful** are central to good PSHE teaching and learning. Our intent is to ensure that children have the knowledge and skills to explore, reflect and develop on all of these core values for them as an individual.

At Worsthorne Primary, we establish a safe environment for the delivery of PSHE content. We ensure that the coverage of concepts is age appropriate, sensitive and considerate of the needs to the children with which we work.

Implementation

Teaching and Learning

At Worsthorne Primary, we have adopted the Jigsaw PSHE scheme of work which fully meets the requirements of the DfE statutory requirements and is mapped to the PSHE Association programme of study. Classes have weekly discrete PSHE lessons, that will be delivered by a qualified teacher, whilst also covering aspects of the curriculum throughout other curriculum lessons and within daily school life. Teachers will use additional resources from a range of sources to supplement learning when necessary and appropriate, making the teaching and learning accessible and bespoke to our school community.

An overview of the Jigsaw PSHE content can be found on the curriculum page of our website. And attached (Appendix 1)

Current National Guidance

The *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

Relationships Education

The guidance states that ‘the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’

By the end of primary school, children should have a strong understanding of:

- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships; and
- being safe.

Health Education

Statutory guidance states that ‘the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.’

Health education in our school will cover a range of topics, including:

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- health and prevention;
- basic first aid; and
- changing adolescent body.

The Department for Education statutory guidance states that, all primary schools must deliver relationships and health education. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (RSE) but there is no right to withdraw from Relationships Education or Health Education or content that is covered in other statutory subjects, for example ‘such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals’ in the statutory Science programmes of study. Content of and RSE (Relationship and Sex Education) sessions will be consulted and shared with parents before delivery.

The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident, successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Worsthorpe Primary School, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children’s age, ability and

readiness when planning and implementing their PSHE lessons. This is inline with the Equality Act 2010 [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/42667/equality-act-advice-final.pdf).

PSHE is delivered through discreet curriculum time, assemblies, enrichment opportunities, class discussions/circle time, and an emphasis on staff developing positive relationships with mutual respect with pupils.

EYFS (Early Years Foundation Stage)

PSED (Personal, Social and Emotional Development) is a prime area of the Early Years curriculum and is given the important emphasis and consideration needed to help children at this early stage. Age appropriate content and ideas are carefully planned to allow children to develop their knowledge and skills. In the Revised EYFS PSED is broken down into three aspects:

- Self-Regulation
- Managing Self
- Building Relationships

Key Stage One and Two

Within Key Stage One and Two, PSHE lessons are often more structured and follow the scheme of work that is in place. This follows the three core themes which have been adapted specifically for the children at Worsthorne Primary School. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values

As a school we promote British values, ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

Assessment, Recording, Reporting and Monitoring

Our school prides the relationships between staff and children. Staff assess the children's work in PSHE by making informal judgements as they observe them during lessons. Knowing our children using a holistic approach, ensures that staff can plan for targeted and relevant coverage for our children. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should also offer the children the opportunity to reflect on their own progress and the progress of their peers. A wide range of assessment strategies are used in school to assess understanding and plan next steps (See Appendix 2).

Throughout the school, PSHE objectives are documented within 'floor books' where class learning discussions are recorded, pictures of activities that are completed during PSHE lessons are collected and any comments made by children that are relevant to the topic are included.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. They will also identify any examples of good practice that can be shared with staff. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

Inclusion, including meeting the needs of SEND pupils

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure as detailed in our 'Safeguarding Policy'.

Impact

Children at Worsthorne Primary should feel able to discuss, explore and communicate their thoughts and feelings with regards to their own and others physical and mental wellbeing. Children should have gained knowledge and strategies to help them in everyday life. The children should know how to reach out if they are struggling and or need support in any aspect of their life. As quoted in the Statutory Guidance: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' Good teaching and learning of PSHE in our school will prepare children achieve this.

Review

This policy will be reviewed every two years to ensure that it adheres to National guidelines. Any requests for amendment will be presented to the Governing Body for approval.

Updated on: 22/11/2022

To be reviewed: Autumn Term 2024

Subject Lead: Amanda Cockett

Appendix 1

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Differences since being a baby Changes between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Family stereotypes Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2

Key Types of Assessment for PSHE

Type	Purpose	Possible Activities
'Needs' assessment	<ul style="list-style-type: none"> ✓ Determine needs through gaining an understanding of prior learning, existing knowledge and abilities. ✓ Provide a starting point for planning to ensure sessions and learning objectives and relevant and appropriate to meet the needs of the group. 	Thought-shower/spider diagrams; structured discussions; quizzes; draw and write activities; everything we know sheets.
Formative assessment	<ul style="list-style-type: none"> ✓ Provide reflection and evidence for use by both pupils and teacher. ✓ Decide where children are in their progress against objectives. ✓ Determine next steps. 	Role play; self-reflection diaries; group observations; one-to-one discussions; presentations; work sheets.
Summative assessment	<ul style="list-style-type: none"> ✓ Summarise progress and achievement at the end of a piece of work/unit of work 	Displays; quizzes; presentations; written assignments; observed group activities; self or peer assessment reviews; before and after statements.

Different Models of Assessment for PSHE

Model	Description	Methods
Self-Assessment (Learner) <i>Private reflection; one-to-one or in group context.</i>	This is where an individual reflects on their own learning in terms of their knowledge, understanding, skills, attitudes, values, confidence and participation. They may set their own targets and monitor their own progress. This type of assessment can be formative or summative and done at any time in the learning process.	Diaries; check-lists; portfolios; displays; draw and write activities; before and after comparisons.
Peer Assessment <i>Usually in small groups.</i>	Here peers reflect and make judgements about each other's knowledge, understanding, skills, confidence, participation and role within a group. It involves giving and receiving constructive feedback and requires a safe learning environment and mutual trust. Again, it can be formative or summative and done at any time in the learning process.	Oral feedback; graffiti sheets; presentations; video or audio recordings.
Teacher Led Assessment <i>Individual, small or large group activity.</i>	For this assessment, the teacher reflects and makes judgements about a learner's starting point and needs, development, progress, achievement and participation. It involves giving and receiving constructive feedback and again requires a safe learning environment and mutual trust. It can be formative or summative and done at any time in the learning process. It will often be used for session planning and for recording and reporting purposes.	Observation; questioning; listening; reviewing written work; reflection on each learner's contribution to discussion; role-play or drama; end of unit task or test.

