

Primary PSHE Policy

Board Approved Date	
Version	1.1
Author Initials	PG
Review Date	

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse

OUR PURPOSE

We educate pupils so they can lead great lives.

1. Aims

The aims of personal, social, health and economic (PSHE) education in Education South West Primary schools are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE three strands health and wellbeing, relationships and living in the wider world. See Relationship and Sex Education Policy and Scheme of Work.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

At Rydon we promote the values of teamwork, respect, resilience and responsibility throughout of whole curriculum. These values are also promoted in our PSHE sessions as is the Rydon Way;

Be a positive role model for others

Always be polite and show good manners

Treat others as you would like to be treated yourself

Always try your best and challenge yourself in your learning

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach Health Education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our school website, or you can obtain a copy by asking in the school office.

For other aspects of PSHE, including Health Education, see the attached curriculum map for more details about what we teach in each Year/Key Stage.

3.2 How we teach it

Weekly Personal Social and Health Education sessions are timetabled for all children from Year One to Year Six. The sessions are planned in line with the PSHE Association programme. Where appropriate we link the sessions to current events and to the rights Respecting Schools agenda. PSHE sessions for children in reception are based on stories and role play activities. Children's engagement in these sessions are reported to parents at parents' evenings.

4. Roles and responsibilities

4.1 The governing body

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

Delivering PSHE in a sensitive way

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE Lead and Headteacher through:

Planning, scrutiny, learning walks and continual CPD.

This policy will be reviewed by PSHE Lead and Head of School biannually. At every review, the policy will be approved by The Governing Body.

6. Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Rights Respecting Schools Action Plan

Behaviour Policy

Equal Opportunities Policy

Rydon Primary PSHE curriculum map

TERM		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Families and friendships	Roles of different people; families	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; relationships; civil partnerships and marriage
	Safe relationships	Recognising privacy; staying safe	Managing secrets; resisting pressure	Personal boundaries; the impact of hurtful behaviour	Responding to hurtful behaviour; confidentiality	Physical contact and feeling safe	Recognising and managing pressure
	Respecting ourselves and others	How behaviour affects others; being polite	Recognising things in common and differences	Recognising respectful behaviour; self-respect	Respecting differences and similarities	Responding respectfully to a wide range of people	Expressing opinions and respecting other points of view
Spring	Belonging to a community	What rules are; caring for others' needs	Belonging to a group; roles and responsibilities	The value of rules and laws; rights and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion	Valuing diversity; challenging discrimination
	Media literacy and digital resilience	Using the internet; communicating online	The internet in everyday life	How the internet is used	How data is shared and used	How information online is targeted	Evaluating media sources
	Money and work	Strengths and interests; jobs in the community	What money is; needs and wants	Different jobs and skills; jobs stereotypes	Making decisions about money; using money	Identifying job interests and aspirations	Influences and attitudes to money
Summer	Physical health/mental wellbeing	Keeping healthy; food and exercise; sun safety	Why sleep is important; medicines; teeth hygiene	Health choices and habits; what affects feelings	Maintaining a balanced lifestyle; oral hygiene	Healthy sleep habits; sun safety; medicines; allergies	What affects mental health; loss and bereavement
	Growing and changing	Recognising what makes them unique and special	Growing older, naming body parts	Personal strengths and achievements	Physical and emotional changes in puberty; personal hygiene	Personal identity; mental wellbeing	Human reproduction and birth; managing transition
	Keeping safe	How rules help us; keeping safe online	Safety in different environments	Risks and hazards	Medicines and drugs common to everyday life	Keeping safe in different situations; first aid	Keeping personal information safe; drug use and the law

Self-evaluation statement

Subject	PSHE
Date	11/11/20
Subject leader	Megan Whale

Strength and successes How do you know?	<p>Each class now has a weekly PSHE slot on their timetables.</p> <p>Staff meeting held on 4/9/20 where all staff were updated with the changes, statutory requirements and expectations of PSHE education across the school.</p> <p>Subject leader providing resources for each objective for each year group has been responded to positively by teachers as they feel confident that they are delivering the correct content.</p> <p>Whole school overview created to meet the needs of the children at Rydon while implementing the new statutory RSE requirements within our PSHE curriculum.</p>
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	Evaluation	Evidence	Next steps...
Curriculum coverage and planning (intent)	Year groups are covering the objectives set out in the medium-term plans.	Pupil voice – Across all year groups, children discussed what they had been learning about in PSHE lessons. Their replies were relevant to the learning objectives and all within the theme of 'Relationships'.	Continue outlining objectives and sourcing resources for the rest of the year. Ensure that all teachers are familiar with Spring and Summer medium-term plans.
Subject teaching and use of resources (implementation)	The majority of teachers are delivering effective PSHE lessons to suit the needs of their class. There appear to be some differences between year groups in the delivery of the lesson.	Pupil voice – Responses indicated that some objectives may have been covered differently across year groups.	Ensure consistency across classes within the same year group.
Outcomes – evidence of children acquiring skills and knowledge (Impact)	Children have a better understanding of what a PSHE lesson is. They are able to discuss aspects of a PSHE lesson confidently e.g. that most lessons involve discussions and the sharing of views and opinions.	Staff meetings – Feedback from teachers has been positive in regards to the way children have engaged with PSHE. Pupil voice – Children showed that they had some awareness of the importance of PSHE education and older pupils linked this to the positive impact that it would have on their lives as they got older.	Continue to reinforce the importance of PSHE education. Carry out a follow-up pupil voice session at the end of the Autumn term to monitor new learning and give children more time to develop a better understanding of the skills and knowledge acquired from a meaningful PSHE education.

Subject Action Plan 2020-21

Subject	PSHE
Date	11/11/20
Subject leader	Megan Whale

	Issue/Target	Actions	Expected Impact
Curriculum coverage and planning (intent)	Ensure that the Spring and Summer terms are fully resourced to ensure consistency and prevent overlap across the school.	Continue to use the PSHE Association accredited resources and source other suitable and appropriate resources. Allocate resources to each year group to enable teachers to begin planning.	Planning is meaningful and consistent across the school and teachers are not re-using resources used in any other year groups.
Subject teaching and use of resources (implementation)	Ensure consistency across year group classes.	Discussion with staff to reinforce the purpose and importance of PSHE lessons and the positive impact an effective lesson can have on pupils.	Improved learner engagement in lessons. Only minor differences between the lessons taught within the same year group.
Outcomes – evidence of children acquiring skills and knowledge (Impact)	Carry out half-termly pupil voice sessions.	Monitor the impact across the school as children and staff become more familiar with the expectations and the structure of a PSHE lesson.	Pupils should be able to discuss their learning in greater detail and with more confidence and have a better understanding of why PSHE is so important.