



PARK GROVE PRIMARY ACADEMY

Personal, Social and Health Education

INTRODUCTION

This policy reflects national aims and requirements for our children.

Park Grove Primary Academy's ethos promotes

- Fun
- Creativity
- Individuality
- Inclusion
- Excellence

AIM

The PSHE curriculum underlies almost every aspect of school, home and community life. Through lessons, assemblies and the school ethos we aim to equip children to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- manage strong feelings such as anger, frustration, and anxiety;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, and respecting the right of others to have different beliefs and values that are different from their own;
- develop their resilience in order to recognise and manage risk and make safe choices;
- have a understanding of healthy relationships;
- understand how their bodies change and develop;
- know how to stay safe, including online, and where to get help;

Our aim at Park Grove Primary Academy is to promote children's personal and social development, including fundamental British values. We hope carrying out PSHE will enable our pupils to become responsible, independent and healthy members of society. Within the curriculum we will teach the statutory Relationships and Sex Education content (See SRE policy for more details on this aspect of PSHE).

GENERAL CONTEXT

Active teaching and learning approaches include circle time, group discussions, role play, games, peer- evaluation and structured group work.

We have adapted a scheme of work from the PSHE Association to ensure we teach the SRE statutory requirements as well as meeting the needs of issues specific to the school's locality and community (See Appendix A). It also promotes children's personal and social development, including fundamental British values enabling our pupils to become responsible, independent and healthy members of society.

The new scheme of work is comprehensive and covers the themes:

Relationships

Loving in the Wider World

Health and Wellbeing

We have emotional literacy support assistants (ELSA) in school if children need further support with their social, emotional and behavioural skills.

We also encourage children to play a positive role in contributing to school life and the wider community and in doing so, we help develop their sense of self-worth. Examples of activities to promote this include:

- school council
- playground buddies
- Year 6/reception buddies
- school responsibilities - digital leaders, PE leaders
- links with the local Church and Care Home
- work with the local PCSO

CONFIDENTIALITY STRATEGIES

Where the teaching and learning includes issues that may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's Child protection and Safeguarding policy.

If a child discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any disclosure should be reported to the designated safeguarding lead.

MONITORING

This Policy will be reviewed regularly by the Subject co-ordinator.

EVALUATION

Evaluation of children's progress to include recording discussion feedback , photographic evidence and written work.

Children have the opportunity to reflect on their own learning and experiences and to set personal goals and agree strategies to reach them. The process of their own assessment has a positive impact on their self- awareness and self-esteem.

LINKED POLICIES

- Relationships and Sex Education
- Safeguarding
- Behaviour
- Anti-bullying
- Child protection

REVISED BY: Vicky Hearson

DATE: Updated October 2021

NEXT REVIEW: October 2023

Appendix A: PSHE long term scheme of work

Park Grove Primary Academy: National Curriculum Skill Progression in PSHE

Highlighted content should not be taught discretely but as part of topic work in other subjects such as Science, Computing and PE.

	Core Theme		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
A U T U M T E R M	Relationships Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Feelings and Friendships	Roles of different people; families; feeling cared for	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; romantic relationships; civil partnership and marriage	
			Safe Relationships	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
			Respecting ourselves and others	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
S P R I N G T E R M	Living in the wider world Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families,	Belonging to a Community	What rules are; caring for others' needs; looking after the environment Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes		

	<p>other groups and ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	<p>Media Literacy and Digital Resilience</p>	<p>Using the internet and digital devices; communicating online</p> <p>The internet in everyday life; online content and information</p>	<p>How the internet is used; assessing information online</p>	<p>How data is shared and used</p>	<p>How information online is targeted; different media types, their role and impact</p>	<p>Evaluating media sources; sharing things online</p>
		<p>Money and Work</p>	<p>Strengths and interests; jobs in the community</p> <p>What money is; needs and wants; looking after money</p>	<p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Making decisions about money; using and keeping money safe</p>	<p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>Influences and attitudes to money; money and financial risks</p>
<p>S U M M E R T E R M</p>	<p>Health and Wellbeing</p> <p>Pupils should be taught:</p> <p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>	<p>Physical Health and Mental Wellbeing</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety How rules and age restrictions help us; keeping safe online</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Health choices and habits; what affects feelings; expressing feelings</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>
		<p>Growing and Changing</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Growing older; naming body parts; moving class or year</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p>	<p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty (Girls menstruation talk, boys puberty talk)</p>	<p>Human reproduction and birth; increasing independence; managing transition</p> <p>(Sex education session)</p>

		Keeping Safe	How rules and age restrictions help us; keeping safe online		Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies, basic first aid (and dealing with common injuries) and FGM	Keeping personal information safe; regulations and choices; drug (including alcohol and tobacco) use and the law; drug use and the media
	Key concepts and vocabulary at each age	Respect Rules Unique Choice Medicine Growing Special Safe	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty

Links to SMSC:

School values, enjoy learning about oneself, others and the surrounding world, develop social skills, use imagination and creativity in learning, understand own heritage, responsibility for behaviour choices, distinguish between right and wrong, willingness to reflect on experiences, use a range of social skills, understand the heritage of others, understand and appreciate a range of different cultures, Understand how to contribute to school and the local community, recognise legal boundaries in the law, participate in a variety of communities, participate in and respond to a range of opportunities, understand how to contribute to society, be reflective on own beliefs, show initiative, understand consequences of behaviour and actions, volunteer and cooperate well with others, explore and understand different faiths and cultural diversity, Further tolerance and understanding of different cultural traditions, investigate and offer reasoned views about moral and ethical issues, understand and appreciate the viewpoints of others, resolve conflicts effectively, accept, respect and celebrate diversity locally, nationally and globally