

# Personal, Social, Health & Economic (PSHE) Education Policy

Reviewed Feb 2024



**The Stour Academy Trust**

## Contents

<b>Trust Vision</b> .....	3
<b>Trust Values</b> .....	3
Introduction.....	4
Statutory Requirements .....	4
Intent .....	4
Implementation.....	5
You, Me, PSHE Curriculum Map: .....	5
Year Group Curriculum Overviews: .....	6
Teaching and Learning.....	13
Early Years Foundation Stage .....	14
SEN and SRP.....	14
Fundamental British Values.....	14
Computing and Online Safety.....	14
Assessment, Recording, Reporting and Monitoring.....	15
Implementation through inclusion, including meeting the needs of SEND pupils .....	15
Resources .....	15
Professional Development and Training .....	15
Impact.....	15
Roles and Responsibilities .....	16
Links to other relevant policies .....	16

## Trust Vision

**We are:**

***A Multi Academy Trust at the forefront of providing a 21st century education for children.***

***We have a vision for education that gives children the necessary skills to thrive in our modern, 21<sup>st</sup> century world.***

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges.

Technology will accelerate our progress but will not be the driver of our vision. We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others.

Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21<sup>st</sup> century workspace that promotes social interaction, communication and self-regulation.

## Trust Values

**We are:**

Collaborative

Nurturing

Inclusive  
Ambitious  
Innovative

## Introduction

It is vitally important that all children receive a high quality Personal, Social, Health and Economic Education. We understand that this is an important and necessary part of all pupils' education, and it is paramount that we provide children with the skills and knowledge they need to contribute fully during their time at school and throughout their lives.

The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of pupils". Schools must "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe.

Our PSHE curriculum has been built to support the development of the 'whole child', by helping them to understand how they are growing personally and socially as well as promoting their social, mental and physical development. Children will learn to successfully tackle the moral, social and cultural issues that are part of growing up.

## Statutory Requirements

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

We must teach relationships education 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. (See RSE policy <https://thestouracademytrust.org.uk/wp-content/uploads/2022/04/Health-Relationships-and-Sex-Education-Policy.pdf>)

This policy also complies with the terms of our funding agreement.

## Intent

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. Through our whole-school, accessible to all, approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life, maximizing outcomes for every child. Through our discreet lessons and immersive cross-curricular approach to teaching PSHE, children are taught how to keep themselves safe and healthy, physically and emotionally, which enables children to access the wider curriculum. We provide our children with opportunities to learn about personal and societal rights and responsibilities and aim to further social justice through carefully chosen cross curricular topics. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. PSHE is taught across the school from Early years - Year 6 on a weekly basis and as a school, we follow the "You and Me" PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical

health. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core school values; Compassion, Respect, Truth and Friendship.

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs to reach their fullest potential. We teach the National Curriculum, supported by clear skills and knowledge progression, and our PSHE programme of learning and wider curriculum enables our children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

PSHE skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. “You and Me and PSHE “directs our aim of developing the “whole child” through a spiral curriculum approach to developing knowledge, skills and understanding in the areas of;

- Keeping Safe and Managing Risk
- Physical Health and Wellbeing
- Identity, Society and Equality
- Mental Health and Emotional Wellbeing
- Drug, Alcohol and Tobacco Education
- Careers, Financial Capability and Economic Wellbeing

## You, Me, PSHE Curriculum Map:

You, Me, PSHE © Islington 2020

### Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Physical health and wellbeing</b> Fun times	<b>Physical health and wellbeing</b> What keeps me healthy?	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug	<b>Identity, society and equality</b> Democracy	<b>Physical health and wellbeing</b> In the media	<b>Relationships and health education</b> Healthy relationships
Autumn 2	<b>Keeping safe and managing risk</b> Feeling safe	<b>Mental health and emotional wellbeing</b> Friendship	<b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it	<b>Drug, alcohol and tobacco education</b> Making choices	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice	<b>Relationships and health education</b> Healthy relationships
Spring 1	<b>Identity, society and equality</b> Me and others	<b>Relationships and health education</b> Boys and girls, families	<b>Mental health and emotional wellbeing</b> Strengths and challenges	<b>Physical health and wellbeing</b> What is important to me?	<b>Keeping safe and managing risk</b> Making safer choices	<b>Drug, alcohol and tobacco education</b> Weighing up risk
Spring 2	<b>Drug, alcohol and tobacco education</b> What do we put into and on to bodies?	<b>Relationships and health education</b> Boys and girls, families	<b>Identity, society and equality</b> Celebrating difference	<b>Keeping safe and managing risk</b> Playing safe	<b>Mental health and emotional wellbeing</b> Dealing with feelings	<b>Identity, society and equality</b> Human rights
Summer 1	<b>Mental health and emotional wellbeing</b> Feelings	<b>Keeping safe and managing risk</b> Indoors and outdoors	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting	<b>Relationships and health education</b> Growing up and changing	<b>Drug, alcohol and tobacco education</b> Different influences	<b>Mental health and emotional wellbeing</b> Healthy minds
Summer 2	<b>Careers, financial capability and economic wellbeing</b> My money	<b>Drug, alcohol and tobacco education</b> Medicines and me	<b>Physical health and wellbeing</b> What helps me choose?	<b>Relationships and health education</b> Growing up and changing	<b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money	<b>Keeping safe and managing risk</b> Keeping safe - out and about FGM (female genital mutilation)



## Year Group Curriculum Overviews:

Year 1 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>	<p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>

## Year 2 - PSHE

Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about eating well</li> <li>● about the importance of physical activity, sleep and rest</li> <li>● about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well</li> </ul>	<p><b>Relationships and health education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● to understand and respect the differences and similarities between people</li> <li>● about the biological differences between male and female animals and their role in the life cycle</li> <li>● the biological differences between male and female children</li> <li>● about growing from young to old and that they are growing and changing</li> <li>● that everybody needs to be cared for and ways in which they care for others</li> <li>● about different types of family and how their home-life is special</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about keeping safe in the home, including fire safety</li> <li>● about keeping safe online, including the benefits of going online</li> <li>● about keeping safe outside</li> <li>● about road safety</li> </ul>
Autumn 2		Summer 2
<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the importance of special people in their lives</li> <li>● about making friends and who can help with friendships (on and offline)</li> <li>● about solving problems that might arise with friendships (on and offline)</li> </ul>		<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● why medicines are taken</li> <li>● where medicines come from</li> <li>● about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>● that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>

## Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education: Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with setbacks</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>about the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>to recognise bullying (including online) and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> </ul>	<p><b>Identity, society and equality: Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>



## Year 4 - PSHE

Autumn 1	Spring 1	Summer 1 and 2
<p><b>Identity, society and equality: Democracy</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about Britain as a democratic society</li> <li>● about how laws are made</li> <li>● learn about the local council</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>● about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)</li> <li>● about the importance of getting enough sleep</li> </ul>	<p><b>Relationships and health education: Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the way we grow and change throughout the human lifecycle</li> <li>● about the physical changes associated with puberty</li> <li>● about menstruation and wet dreams</li> <li>● about the impact of puberty in physical hygiene and strategies for managing this</li> <li>● how puberty affects emotions and behaviour and strategies for dealing with this</li> <li>● to answer each other’s questions about puberty with confidence, to seek support and advice when they need it</li> </ul>
Autumn 2	Spring 2	
<p><b>Drug, alcohol and tobacco education: Making choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>● about the effects and risks of drinking alcohol</li> <li>● about different patterns of behaviour that are related to drug use</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>● that medicines can be used to manage and treat medical conditions such as asthma, and</li> </ul>	<p><b>Keeping safe and managing risk: Playing safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● how to be safe in their computer gaming habits</li> <li>● about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>● about what to do in an emergency and basic emergency first-aid procedures</li> </ul>	

that it is important to follow instructions for their use		
---	--	--

## Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that messages given on food adverts can be misleading</li> <li>● about role models</li> <li>● about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: Making safer choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about keeping safe online</li> <li>● how to keep safe when communicating with other people online</li> <li>● that violence within relationships is not acceptable</li> <li>● about problems that can occur when someone goes missing from home</li> </ul>	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>● about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>● strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about stereotyping, including gender stereotyping</li> <li>● workshop from Diversity Role Models or Equaliteach</li> <li>● about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about a wide range of emotions and feelings and how these are experienced in the body</li> <li>● about times of change and how this can make people feel</li> <li>● about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that money can be borrowed but there are risks associated with this</li> <li>● about enterprise</li> <li>● what influences people's decisions about careers</li> </ul>

## Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p><b>Relationships and health education: Healthy relationships</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the changes that occur during puberty</li> <li>● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>● about human reproduction in the context of the human lifecycle</li> <li>● how a baby is made and grows (conception and pregnancy)</li> <li>● about roles and responsibilities of parents and carers</li> <li>● to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Additional lessons:</b> (schools will want to consider including these lessons, as part of RSE policy development)</p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> </ul>	<p><b>Drug, alcohol and tobacco education: Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>● about assessing the level of risk in different situations involving drug use</li> <li>● about ways to manage risk in situations involving drug use</li> </ul>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● what mental health is</li> <li>● about what can affect mental health and some ways of dealing with this</li> <li>● about some everyday ways to look after mental health</li> <li>● about the stigma and discrimination that can surround mental health</li> </ul>
	Spring 2	Summer 2
	<p><b>Identity, society and equality: Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>● about human rights and the UN Convention on the Rights of the Child</li> <li>● about homelessness</li> </ul>	<p><b>Keeping safe and managing risk: Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about feelings of being out and about in the local area with increasing independence</li> <li>● about recognising and responding to peer pressure</li> <li>● about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM (female genital mutilation)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the importance for girls to be protected against FGM</li> </ul>

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>● that contraception can be used to stop a baby from being conceived</li> </ul> |  |  |
|--|--|--|

## Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE is taught in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time, oracy assembly. During these sessions, pupils regularly work with learning partners or in groups, facilitating respect, cooperation, fairness, sharing and negotiation. Through circle time and discussions, pupils are also encouraged to participate in discussion to resolve conflicts or set agreed classroom rules or behaviour.
- Much of the curriculum is delivered through oral and practical activities.
- Opportunities will be found within other curriculum areas e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental concerns in geography, health and drug issues in science and beliefs, values and practices in RE.
- We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as involvement in an activity to help other individuals or groups less fortunate than themselves, and extra-curricular activities such as Bikeability to promote community safety and awareness of others.
- We offer children the opportunity to hear visiting speakers, such as health workers, police, fire service and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive community.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment, and learning new ways to collaborate in games and learn new activities with our Play Leaders.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.
- Throughout the PSHE curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our Celebration Assembly celebrates personal achievement and rewards thoughtful, caring behaviour that aligns to our School Values.

- Flexibility in the timetable allows us to respond to local/national/global events that may occur and allow us to respond to any such event in an age appropriate way. The distribution of lessons complements key campaigns throughout the year, such as; Anti-Bullying Week, Black History Month, International Women's Day and Mental Health Week

## Early Years Foundation Stage

Personal, Social and Emotional Education is one of the three Prime Areas and we teach PSHE and citizenship as an integral part of the topic work covered during the year through the Early Learning Goals (ELGs).

All areas of learning are important and inter-connected, but the PSE area is vital for building their capacity to learn, form relationships and thrive. The EYFS Framework states that: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

It also splits the Prime Area into 3 strands:

**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. A child must achieve the age-related expectation in each of these three areas in order to obtain the Early Learning Goal at the end of the Reception Year.

## SEN and SRP

Children who have personalised learning plans, and those who access our nurture provision or an SRP, will continue to be taught the essential skills and knowledge of the PSHE curriculum with their peers in their class. The curriculum will be tailored to individual children's needs when appropriate.

## Fundamental British Values

We teach about and promote the four fundamental British Values explicitly within PSHE lessons and assemblies, as well as in our everyday interactions with children. It is embedded in our development of Spiritual, Moral, Social and Cultural aspects of teaching across the curriculum.

These are: Democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## Computing and Online Safety

Technology offers an important tool through which the teacher can motivate pupils. It is used to support the individual child's learning, helps with research and enables information to be manipulated and retrieved.

Technology can give invaluable opportunities to develop and apply PSHE and Citizenship skills and knowledge



already learnt. Our Computing curriculum teaches pupils to be responsible online and educate them about the need to develop a positive and safe online profile.

## Assessment, Recording, Reporting and Monitoring

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented on Tapestry for individual children. Key Stage One and Two have a class 'big book' on One Note and actual big books where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons 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 plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. 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.

## Implementation through 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.

The PSHE curriculum is in line with the single equality duty policy. 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 and safeguarding policy.

## Resources

Resources for PSHE are stored centrally so all teachers have access to them. The PSHE curriculum leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

## Professional Development and Training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings, Healthy Schools and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

## Impact

Our PSHE curriculum and wider provision will ensure that children will be equipped to support their decision making in regards to their wellbeing, health and relationships. Children will start their journey with us treating each other with kindness and respect. Our embedded whole school vision to nurture children's spiritual, moral, social and cultural development supports them to foster good relationships between all in line with the protected characteristics under the Equality Act 2010.

Our PSHE provision allows children to build upon their understanding of British Values in an age appropriate way, in order for them to become positive citizens in a forever changing community and ultimately preparing them for life and work in modern Britain.

By the end of each Key Stage, children will have had the opportunities to meet the end of key stage statements in line with the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Children will have enhanced knowledge and understanding through our quality links with our multi-cultural community. Through real life experience, our carefully selected external visitors will promote the teaching of different aspects of our PSHE curriculum, such as: project management initiatives (MyMoney Week, Young Enterprise), puberty / hygiene talks (school nurse, dental hygiene nurse, NSPCC), staying safe within the community (Road Safety, Community policing ) and being healthy responsible members of society (Sports Development, Young Carers) to name a few.

Ultimately, our overarching aims and objectives in supporting our children to become healthy and responsible members of society, enables pupils to develop the ability to collaborate, build upon their emotional security, improve concentration due to a focus on their wellbeing as well as ensuring children are self-reliant with an understanding of self-care and nutrition. We aim for children to end their journey moving onto the next stage of their education with self-confidence and a high sense of self-worth.

## Roles and Responsibilities

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

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## Links to other relevant policies

- Behaviour
- Anti-bullying
- Child Protection and Safeguarding
- Online safety
- SEND inclusion