

PSHE Policy

Why is PSHE important?

PSHE teaches us how to make informed choices and be enterprising and ambitious.

Through PSHE education, we focus on achieving our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships.

In PSHE, we learn the importance of a healthy lifestyle and positive relationships.

When is PSHE taught?

PSHE is taught both discretely and through thematic units. The Satellite View maps out which thematic units feature this subject and clearly shows the objectives taught. Separate lessons are also planned in across each phase.

PSHE



Subject Overview

	Autumn			Spring			Summer		
Learning Pathway	Culture	Conflict	Children Theme Week	Communication	Children's Mental Health Week	NC Essentials	Competency	Competency	Conservation
Pathfinders 1 (Year 1)	Zero to Hero	Unity in the Community		<u>Happily Ever After</u>		Never Eat Shredded Wheat	Jurassic Hunter	Royal Patrons	Light Up the World
	Aspirations Similarities and Differences Boys and girls C1U4L6 C1U3L1	Community Road Safety C2U2L1-5 C1U5L2		Bullying Teasing Behaviour C2U2L1-5 C2U5L5					Emotions Sun Safety C1U5L1, C1U3L6 C1U4L1,2,4
Additional PSHE	Taking Turns Manners Giving	How I Feel You and Me		Washing hands Healthy Eating Comparisons		Personal Safety Emotional Safety	My Family, Special People Talking to Plants		Money

Learning Pathway	Culture	Conflict	Children Theme Week	Communication	Children's Mental Health Week	NC Essentials	Competency	Competency	Conservation
Pathfinders2 (Year 2)	Come Fly with me Andie Circle	Land Alike		Inter-Nation Media Station		Paddington's Passport	The Visionary	Record Breaker	Being Wild
	Healthy Eating Friendship C1U1L2 C2U4L1-4	Rules / Expectations Sharing Responsibility C3U1L1-2, L5 C1U3L5		Sharing Opinions Debating e-Safety C2U1L2,6 C1U5L6					The Human Body Physical Activity C1U3L2 C1U1L4,6
Additional PSHE	Fair and Unfair Right and Wrong Staying safe Drug Safety	Good v Bad Negotiation Cooperation		Keeping Clean Sick		Growing Up Changing Needs Physical Activity Behaviour	Dental Hygiene		Money Choices Enterprise

Learning Pathway	Culture	Conflict	Children Theme Week	Communication	Children's Mental Health Week	Competency	NC Essentials	NC Essentials	Conservation
Adventurers 1 (Year 3)	Come Fly with me Africa	Athens V Sparta		'That's all Folks'		<u>Shadow Man</u>	<u>Out and About</u>	Rocky the Pindosaur	Picture our Planet
	Food and Nutrition Balanced Diet Community C1U3L1-2 C3U3L2	Working Together Perseverance and Resilience Bullying and Reactions C2U2L1-2 C2U3L3,4		Goals / Aspirations Personal Strengths C1U4L1-4					Economic Awareness Needs and Wants Financial Capability C3U4L1-2
Additional PSHE	Friendships	Physical, Emotional and Mental		Clear Messages, How to Listen		Different Communities	Before Puberty, Visible Changes, How to Help, Emergency Calls, Sleep	A Balanced Approach, Physical exercise, Lifestyle Choices, Shared goals	

How Does Our Learning Grow?

PSHE



Subject Overview

Learning Pathway	Culture	Conflict	Communication	Competency	NC Essentials	NC Essentials	Conservation
Adventurers 2 (Year 4)	A World of Difference Religious Views Tolerance and Diversity C2U4L3-4	Law and Order Rules and Responsibilities Thinking Ahead Actions and Consequences C3U1L1-3	Lightning Speed E-Safety Privacy C1U5L1-4	Viking Warrior	Window on the World	May the Force be with You	Under the Canopy Family Units Managing Change C2U4L1-2 C1U5L1-2, 4
Additional PSHE	Internet Usage, Age Limits	Gender Stereotypes, Self-Worth, Feelings	Working with Food	Self-Respect	Responding to Others, Expressing Opinions, Loss/Separation		Connections

Learning Pathway	Culture	Conflict	Communication	Competency	NC Essentials	NC Essential	Competency	Conservation
Navigators 1 (Year 5)	Come Fly with me America Communication Celebrating Diversity C2U1L2-3 C3U2L1	You're not invited	Mission Control	Go with the Flow	Pharaoh Queen	Seen around the world	The Rescuers	Global Warming
Additional PSHE	Structure, Law and Order, U.N Rights	Online Relationships, Drugs, Alcohol, Death and Grief	Tobacco, Substance Abuse	Physical, Emotional and Mental, what's Puberty, Healthy Lifestyle,	Food Choices, Confidentiality, Physical Contact		Basic First Aid	

Learning Pathway	Culture	Conflict	Communication	Competency	Competency	NC Essential	NC Essentials	Conservation
Navigators 2 (Year 6)	'I have a dream...' Collaboration Cultural Diversity Gender Discrimination C2U2L1-3 C2U3L2-3	Wars of the World Developing Resilience Extremism and Radicalisation KS2 S&R L1-2, L4	A World of Bright Ideas Collaboration Nutrition Healthy Eating C1U2 L2-3	True Crime	Fighting Footballer	In your Element	Time Team	Full of Beans Financial Capability Aspirations C3U3L1-L3
Additional PSHE	Identifying Strengths, Internet safety	Setting Goals	Physical illness, Immunisation	Healthy Minds, Mental Wellbeing, Race and Ethnicity	Marriage, Support and Care		Generating Income	

Safe Zone	Self-image and identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership
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How is PSHE taught?

PSHE is taught through a combination of subject knowledge and skill building. Learning takes place both inside and outside the classroom. PSHE lessons incorporate a range of lessons, including; discussion based activities, collaborative learning, written tasks and role play.

Many lessons are covered within the 'Learning Means the World' thematic units. The objectives that are not covered within these are met through the delivery of 'stand-alone' PSHE lessons. These also include 'The Safe-Zone' and 'RSE'.

How Does Our Learning Grow?

What do we learn in PSHE?

We learn about:-

Physical, emotional, and mental health	Emotions	Discrimination	Family and friends
Healthy lifestyles	Keeping Safe	Communication	Rules and responsibilities
Hygiene	First Aid	Collaboration	Communities
Nutrition and food	Similarities and differences	Bullying	Money and finance
Aspirations	Healthy relationships	Fairness	Diversity
Changing and growing			Enterprise

How is Relationships and Sex Education (RSE) taught?

RSE is covered through following the Jigsaw PSHE scheme. Please see separate policy.

EYFS	Growing up: how we have changed since we were babies	
Year 1	Life cycles – animal and human Changes in me Changes since being a baby	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Life cycles in nature Growing from young to old Increasing independence	Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	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
Year 4	Being unique Having a baby Girls and puberty Confidence in change	Accepting change Preparing for transition Environmental change
Year 5	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
Year 6	Self-image Body image Puberty and feelings Conception to birth Reflections about change	Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

How do we assess and monitor PSHE?

Children are assessed at the end of each thematic unit based on their knowledge and understanding of the objectives being taught. Teachers use professional judgement and class work to make accurate assessments. In addition, teachers will consider behaviours observed outside of the classroom to assess how well children have developed and applied the life-skills being taught. Assessments are stored on a central Excel spreadsheet including all of the subjects from the unit.

How Does Our Learning Grow?

Progression within PSHE.

Please see PSHE knowledge Matrix for a detailed breakdown of progression.

End Goals
Explorers / EYFS
Our aim in teaching PSHE in Explorers is to begin to develop pupils' self-awareness as individuals and their place in their class environment. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know. By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging and they should be able to suggest some ways in which they could help others achieve a task. Pupils should also be able to set themselves some simple targets, such as being able to climb a little higher on the climbing frame or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy.
Pathfinders / KS1
Our aim in teaching PSHE in Pathfinders is to expand and build on pupils' awareness of themselves and others and develop skills learnt in Explorers. Pathfinders should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation, and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community. At the end of the Pathfinders phase, pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender. Pupils will have also been introduced to financial literacy and be made aware, in basic terms, of keeping safe online.
End Goals
Adventurers / LKS2
Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment. By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively. Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle. Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.
Navigators / UKS2
Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it. In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11th 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies. As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.

How Does Our Learning Grow?