



Woodside Primary School PSHE POLICY

Incorporating the promotion of British Values, SRE and Social and Emotional Aspects of Learning

This document provides information for everyone who has an interest and concern in the teaching of Personal Health, Social Education and Citizenship at Woodside Primary School. It follows guidelines set out by the PSHE Association.

Aims and Objectives

We believe that the education in PSHE and Citizenship enables children to become healthier, more independent and more responsible members of society. As part of a whole school approach, it develops the qualities and attributes children need to thrive as individuals, family members and members of society. It helps them develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching children to stay safe and healthy and by building self esteem, resilience and empathy our PSHE programme can tackle barriers to learning and raise aspirations. Section 2.5 of the [national curriculum framework](#) states that all schools should make provision for PSHE, drawing on good practice. Our programme of study identifies the key concepts and skills that underpin PSHE education and helps us to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in [Section 78 of the Education Act 2002](#).

PSHE also helps our school meet the statutory guidance set out in the Keeping Children Safe in Education document that states that "schools should consider how children may be taught about safeguarding, including online through teaching and learning opportunities". It also helps us meet our duties under the Equality Act 2010; to address prejudice-based bullying and also prevent it happening and keep groups safe. It also helps to promote children's wellbeing as defined in the Children's Act 2004 as the promotion of physical and mental health, emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from neglect. It also links with our SRE policy and utilizes the PSHE association supplementary guidance for Sex and Relationship education in the 21st Century.

The PSHE education aims to build on the basic school curriculum and statutory guidance on; drug education, financial education, SRE education and the importance of physical activity and diet for a healthy lifestyle. PSHE teaches children how to stay safe and help keep others safe. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth.

Our objectives in the teaching of PSHE and Citizenship are for all our children:

- to know and understand what is meant by a healthy lifestyle
- to be aware of safety issues
- to understand what makes a good relationship with others
- to have respect for others

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content Key Stage 1 and 2

The three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning.

Core Themes

Health and Wellbeing

Pupils are taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

Relationships

Pupils are taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils are taught:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Skills and Attributes

The PSHE education aims to develop resilience, self-esteem, risk-management, empathy, teamwork and critical thinking.

Whole School Approach to PSHE and Citizenship Curriculum

Because of mixed year classes, each class (except for Year 6) works on a two-year cycle. Each year covers all three core areas (Health and Wellbeing, Relationships and Living in the wider world) but each year covers different content to ensure that complete coverage of the content is learned by each child. PSHE is taught in discrete lessons. However, it is also supported by other learning opportunities across the curriculum, cross-curricular projects, learning through involvement in the life of the school and the wider community. The curriculum forms part of a “health promoting school” culture. The curriculum also takes account of the existing DfE guidance on safeguarding, Sex and Relationship Education: preventing and tackling bullying, safeguarding and equality.

The Foundation Stage

We teach PSHE and Citizenship in our Foundation Stage Unit as an integral part of the current topic. Children in Reception follow the Early Years curriculum, and we relate PSHE and Citizenship of the children’s work to the objectives set in the EYFS Framework. Our teaching in PSHE and Citizenship matches the aim of developing a child’s personal, emotional and social development as set out in the Framework. We also support citizenship education in the Foundation Stage when we teach ‘how to develop a child’s knowledge and understanding of the world’.

Promoting British Values

Children are taught the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are embedded through our PSHE and wider curriculum. This ensures children understand the importance of respect and leave school fully prepared for life in modern Britain.

Children learn:

- an understanding of how citizens can influence decision-making through the democratic process.
- an understanding that the freedom to hold other faiths and beliefs is protected in law. An acceptance that people having other faiths or beliefs is accepted and tolerated.
- an understanding of the importance of identifying and combatting discrimination.

Teaching and Learning

We use a range of teaching and learning styles to teach PSHE and meet the needs of the children. We emphasise active learning by including the children in discussion, investigation, and problem-solving activities.

British values, SEAL themes, Christian values and PSHE issues are also introduced and explained during whole school worship.

Assessment for Learning

Teachers assess the children’s work in PSHE by making informal judgements as they observe them during lessons and through formal assessments of the work done.

Monitoring and Review

The planning and co-ordination of the teaching of PSHE is the responsibility of the subject leader who supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE.

Role of the subject leader

- The subject leader keeps abreast of current research and guidance and shares this knowledge with all staff.
- The leader evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

- The leader reviews the evidence of the children's work and teacher's planning and makes judgements about the teaching and learning in PSHE.

Review

This policy will be reviewed in September 2022.

Headteacher: Richard Collings



PSHE Lead: Jo Nelson



Chair of Governors: Mike Nelson

