

LONG MEADOW SCHOOL

PERSONAL, SOCIAL, HEALTH EDUCATION POLICY



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Long Meadow School

Personal, Social, Health Education Policy

1. Aims

This policy outlines the purpose, nature and management of PSHE in our school. Fundamental to this policy is our whole school ethos. As a school we value the child as an individual and aim to provide the knowledge, skills and understanding needed for each child to lead a confident, healthy, independent life and grow into an informed, active and responsible citizen. The way in which we share and deal with issues, our relationships with children and each other, the implementation of our behaviour policy and our openness when sharing and discussing difficulties, all contribute to the effectiveness of our PSHE curriculum.

The curriculum is designed to promote the spiritual, moral, cultural, cognitive and physical development of children and prepare them for the opportunities, responsibilities and experiences in adult life. Children are encouraged to take part in a wide range of activities and experiences, across and beyond the curriculum, and are encouraged to contribute fully to the life of the school. As teachers, we want children to work with each other, recognise their own worth, reflect on their experiences and show an understanding of how they are growing both personally and socially. We want children to feel confident in making choices concerning matters that affect their lives, to understand their rights as individuals within a community and to respect our common humanity, diversity and differences.

Through a balanced and relevant programme of PSHE, we aim to support children to:

- Acquire knowledge appropriate to their emotional and physical development
- Gain values and attitudes that will enable them to make informed choices and decisions about their lives
- Practise the personal and social skills necessary to develop and maintain interpersonal relationships
- Have respect for others
- Develop self-esteem and responsibility for their behaviour
- Increase self-awareness and self confidence
- Form effective and fulfilling relationships - an essential part of life and learning
- Recognise their own worth, work well with others and become increasingly responsible for their own learning and actions
- Reflect on their experiences and understand how they are developing personally and socially
- Understand and respect our common humanity and diversity through the celebration of cultural and religious differences
- Tackle the many spiritual, moral, social and cultural issues that are part of growing up
- Develop the knowledge, skills and understanding needed to lead confident, healthy, independent lives and to become informed, active, responsible citizens
- Be positive and active members of a democratic society recognising their responsibilities, rights and duties as individuals and members of a community.

We aim to develop the following skills and attitudes

ATTITUDES

- High self esteem

- Respect for others
- Respect for social expectations
- A belief that seeking support appropriately is a strength
- An understanding of their role and responsibilities as a member of our school community and of society

SKILLS

The ability to:

- Listen, negotiate and be assertive
- Recognise and express feelings appropriately
- Deal with conflict
- Make and keep friends
- Develop and show trust
- Empathise and take on the points of views of others

2. 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
- This policy also complies with the terms of our funding agreement.

3. Curriculum planning

3.1 What we teach

As stated above, we are 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. You can find this policy on our school website.

For other aspects of PSHE, including health education, see the attached curriculum map in Appendix 1 for more details about what we teach in each year.

Much of the work related to PSHE is presented in the general context of classroom teaching, assemblies and everyday life of the school. Long Meadow has chosen to use the PSHE Association's Programme of Study, which is a thematic model approach. This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes: Health and wellbeing, relationships and living in the wider world.

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities are used flexibly to plan a programme according to our pupils' development, readiness and needs, and considering prior learning, experience and understanding. Learning from one area may be related and relevant to others. Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning we will draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore

provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Continuity and progression

During the Foundation Stage of our school, the experiences and support given to each child enables them to develop a positive sense of themselves. The children learn to develop constructive relationships and friendships with those around them. They are taught the social skills of helping others, sharing, turn taking and co-operation in order to become a part of their class group. They learn to listen, develop respect for others, their needs, feelings and beliefs (see appendix 2).

3.2 How we teach it

PSHE takes place in weekly lessons throughout the school. Using resources sourced by the Subject leader, as well as additional circle time discussions, lessons will lead from one topic to another as per the Programme of Study.

The PSHE Association will be used for supporting tools, resources and lesson plans as appropriate and as set out in the curriculum plans created by the Subject leader.

During Key Stage 1, children learn about themselves as developing and changing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules for keeping themselves healthy and safe and for behaving well. They are offered opportunities to show that they can take responsibility for themselves and their environment. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They are taught the social skills required to operate as members of a class and school community such as sharing, turn taking and helping others. Children learn to tolerate and understand the differing opinions of others and ways to resolve arguments.

Teaching in Key Stage 2 builds on the above skills. Children learn about themselves as developing and changing individuals and become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it relating it to their own experiences. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national and global issues. Children learn how to make more confident and informed choices about their health, well-being and the environment. They are supported through physical and emotional changes at different stages of their growth.

Assessment and reporting on PSHE comes from evidence in PSHE workbooks, however much of the curriculum goes beyond what can be recorded in written work. For example, children's personal reflections on their relationships and building self-confidence through experiences require that the class teacher makes an overall assessment of their progression. They will take in to account children's engagement and contribution in discussions and whole class tasks as well as any other relevant learning opportunity when making a judgement about their attainment in PSHE.

Parents are kept informed of their progress alongside all subjects through open communication and regular reporting and discussions throughout the year.

We encourage all children to take a full part in school and community activities. Older children are expected to act as positive role models for younger pupils and take on roles of responsibility within the school. We have a School Council and Eco Council made up of children from KS1 and KS2 pupils.

PSHE within our school permeates across and beyond the curriculum boundaries. (See Appendix 3) When planning, teachers take the best opportunities to link curriculum areas and subject content and skills together. For example:

- The PSHE curriculum is linked with science when covering healthy lifestyles, growing, medicine, drugs and sex education
- Links are made with the PE curriculum when looking at exercise, rest, healthy lifestyles and the ability to sustain energy activity over a period of time
- SMCS -Social and moral aspects are often taught through assembly and are closely linked to our R.E. programmes of work
- Literacy often acts as a vehicle for PSHE work. Discussion and circle time are used throughout and both enhance children's speaking and listening skills. Participation is encouraged through debates, role-play and opportunities to present information to an audience.
- I.C.T is also used to enhance PSHE work. Debates, interviews and scenarios may be recorded or filmed for evaluation whilst the results of surveys may be analysed using graphical software on the computer.

As a school, we feel it is important to involve members of the community in order to enhance the children's experiences. Experts in particular areas are used not only for their specialist knowledge but to encourage the children to see the relevance of the PSHE curriculum outside the school in the wider community.

We are keen to support local charities and feel it is important for the children to recognise the invaluable work carried out by these organisations. Our older children attend an adventure based residential based upon team building, giving them an opportunity to develop leadership and co-operative skills. We make good use of Hazard Alley in MK when teaching safety, drugs awareness, 'stranger danger' etc. When planning visits, reference should be made to the schools Visits and Journeys policy. A detailed risk assessment is carried out for each school trip which are then kept in our risk assessment file.

4. Roles and responsibilities

4.1 The governing board

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

The governing board has delegated the approval of this policy to the curriculum committee.

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

- Following the planning set out by the Subject leader and liaising with them for advice or further guidance of the lesson plans

4.4 Pupils

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

School Councils

Our School Council and Eco Councils are comprised of children from Key Stage 1 and Keys Stage 2. Before being elected children write and present manifestos to their peers who then elect pupils onto the Council. This happens annually. Each class in Key Stage 1 and 2 has a representative on each Council. There are 2 representatives on the Eco Monitor council. They meet regularly with the designated staff and have an input into school improvement. Initiatives are included within the SIP and depending on the initiative the council are allocated a budget which they are expected to manage. We ensure that children experience the process of democracy.

Initiatives may include: running a stall to raise funds; identifying causes/charities to support; responding to suggestions and concerns put in suggestion boxes; carrying out a playground questionnaire to identify needs or purchasing and managing playground equipment/seating to develop the outside space. Furthermore, the school council are stakeholders in the School Travel Plan and take ownership of organising events such as Walk to School Week/ BIG PEDAL and evaluating the action plan.

5. Monitoring arrangements

The delivery of PSHE is monitored by Vicky Frost through:

Learning walks, reviewing written evidence in books, lesson observations and pupil discussions.

This policy will be reviewed by the subject leader, at least every three years. At every review, the policy will be approved by the curriculum committee.

6. Links with other policies

This policy links to the following policies and procedures:

Inclusion policy

RSE policy

Curriculum policy

SMSC Policy

Appendix 1

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2

Long term overview for Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	New Beginnings Ground Rules Healthy Teeth SRE- Germs Zones of regulation	Conflict and solutions Say no to bullying	Goals setting BOX of feelings Zones of Zones of regulation	Self-awareness Mental Health	Relationships Zones of regulation	Changes Healthy Teeth

Appendix 3

Links to Science Curriculum

Year 1

- Animals:
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Animals

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

Animals including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

Animals

- describe the changes as humans develop to old age.

Year 6

Animals

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Relevant aspects from the RELIGIOUS EDUCATION CURRICULUM related to Personal, Social and Health Education Policy

- Enhance spiritual, moral, social and cultural development by:-
- Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience.
- Reflecting on their own beliefs, values and experiences in the light of their study.
- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Respond to spiritual or religious aspects of stories in the light of their own experiences and thoughts.
- Show understanding that some questions in life are difficult to answer.
- Recognise good and bad examples set by characters in stories and by those around them.
- Show awareness that some things are right and some are wrong and relate the moral issues encountered in religious teachings to their daily lives.

Enhancing their own spiritual and moral development through: -

Considering the value of certain religious practices in their own lives, e.g. prayer, celebrations of turning points in life, periods of silence.

Talking about stories that focus on values, relationships or religious teachings and considering the relevance of these teachings to their own lives.

Exploring questions of the meaning and mystery of life.

Evaluating answers to those questions by supporting their own points of view and referring to, and showing consideration of, views expressed by others.

Developing positive attitudes towards other people and their right to hold different beliefs by:-

- Developing confidence to express their own views and beliefs
- Exploring beliefs, practices and issues
- Recognising and respecting the right to hold different views and beliefs
- Showing readiness to accept and learn from diversity

Relevant aspects from the PHYSICAL EDUCATION related to Personal, Social and Health Education Policy

KEY STAGE 1

- About the changes that occur to their bodies as they exercise.
- To recognise the short-term effects of exercise on the body.

KEY STAGE 2

- How to sustain energetic activity over appropriate periods of time in a range of physical activities.
- The short-term effects of exercise on the body.