



Personal, Social, Health and Economic Education Policy

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Signed by:

Flourish and shine in all that we do
"Those who are wise will shine like the brightness of heavens"
Daniel 12:3

1. Aims

At Terling CE Primary School, 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 approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

PSHE is taught across the school from EYFS to Year 6 on a weekly basis and as a school, we follow the PSHE Association Thematic model and the myHappyMind Programme. For Relationships and Sex Education, the Medway Scheme of Work. 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.

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. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values; Courage, Trust, Respect and Truthfulness.

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

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

PSHE resources are constantly being reviewed, changed and improved to ensure that children are receiving the most up to date information that will assist teachers and teaching assistants in delivering high quality PSHE sessions. This will also support their class and group discussions and how they can link PSHE to other subject areas.

The PSHE Association provide a number of resources that teaching staff will be made aware so that they can make use of any appropriate resources linked to a particular strand of PSHE.

A range of resources is being collected to assist with supporting and enhancing learning in PSHE. PSHE documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate.

myHappymind resources are mapped onto our curriculum, to supplement and complement the resources provided by the PSHE Association.

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

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.

The RSE policy can be found on our website: <https://www.terling.essex.sch.uk/policies/rse>

3.2 How we teach it

At Terling CE Primary School 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 will be 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, assemblies. This will either take the form of a myHappymind lesson or a PSHE lesson. 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, 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.

- 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.
- Where appropriate pupils will record or investigate their work using a variety of mediums including books, internet research, experts 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. Children have a personal journal for myHappymind lessons and 'Seesaw' is used to make recordings of PSHE lessons.
- Throughout the PSHE and citizenship curriculum, children will have opportunities to explore issues connected with living in a multi-cultural society.
- Our weekly Shine Collective Worship celebrates personal achievement and rewards thoughtful, kind and caring behaviour.

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 also use myHappymind lessons and resources.

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.

PSHE and citizenship curriculum planning

We use the PSHE Association's scheme of work for PSHE and Citizenship along with 'myHappymind'. Each year group's PSHE objectives provide a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age and stage appropriate contexts. A formal written plan for each objective of the PSHE curriculum is not needed as it should be evident that these are met during other lesson plans, the KS1 and KS2 Curriculum Maps, the Medium-Term Learning Journey Curriculum Plans or on their timetables.

To support class teachers delivering relationships and sex education (RSE), each year group has access to A Better Medway's resources and lesson plans which will help teachers to include all elements of the statutory guidance for relationships education.

Some of the time, we introduce PSHE through other subjects in the Wider Curriculum. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship curriculum through our religious education lessons.

We also develop PSHE and citizenship through activities and whole school events, for example Anti-Bullying / Kindness Week, Black History Month, Sports Day etc.

Fundamental British values

Explicitly within PSHE lessons and assemblies, as well as in our everyday interactions with children and embedded in our development of SMSC, we teach about and promote the four fundamental British Values. 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.

Inclusion

At Terling CE Primary School we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education for all children. Through our PSHE and Citizenship teaching we provide learning

opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Assessment and Recording

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills in this subject, using Seesaw and myHappyMind personal journals which we discuss with parents during Parents' Consultations and additional meetings/discussions that take place throughout the year. Teachers report on PSHE to parents in the annual school report.

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.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school. The headteacher, along with the PSHE lead, will ensure this policy is reviewed with parents annually.

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

4.4 Pupils

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

5. Monitoring arrangements

The PSHE Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this, they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed in two years or earlier if necessary.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy - <https://www.terling.essex.sch.uk/policies/rse>

	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