



PSHE and Relationships and Health Education Policy

Introduction

This policy covers Wylam First School's approach to Personal Social Health and Economic education (PSHE) and citizenship education. PSHE education is a planned, developmental programme of learning through which our children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHE programme incorporates Relationships and Health Education (RHE) which has its own separate policy.

This policy takes into consideration the following legal requirements, national strategies and government guidance:

- Education Act
- Academies Act
- Department for Education Guidance for Personal, Social, Health and Economic Education 2020
- Department for Education Guidance for the teaching of statutory Relationships Education, Relationships and Sex Education and Health Education 2020
- Keeping Children Safe In Education 2021

We believe PSHE and Citizenship education is integral to all aspects of school life and this policy is cross referenced to the following school policies:

- Equality and Diversity
- Relationships and Health Education
- Safeguarding and Child Protection
- Confidentiality
- Behaviour
- Attendance
- Prevention of Bullying
- E-safety

Rationale

PSHE and Citizenship education is currently a non-statutory subject. However, section 2.5 of the national curriculum asserts all state schools 'should make provision for personal, social, health and economic education (PSHE)'. The PSHE Association states that, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.' In addition, the Relationships and Health and Wellbeing areas of PSHE and Citizenship education have been compulsory in primary schools since September 2020.

We believe PSHE and Citizenship education is an important and necessary part of all pupils' education. In our school, it is a key element of school life and, as well as explicit teaching sessions

which will draw on good practice and national recommendations, it will be built into aspects of the wider curriculum. Our school believes PSHE and Citizenship education is a shared responsibility of school staff, parents, carers, pupils and, where appropriate, the wider community.

Aims

PSHE and Citizenship education in our school aims to explore the knowledge and understanding children need to stay safe, be happy and healthy and fulfil their potential, while also preparing them for life, both in the present and future. It also aims to equip children with the skills they need to live successfully as citizens of the communities to which they belong and enables them to celebrate diversity and treat all people with kindness and respect. PSHE and Citizenship education in our school also aims to encourage children to develop positive mental health and emotional wellbeing, by empowering them with the knowledge of why this is important and how it can be achieved. We want to educate the whole child through our PSHE and Citizenship education and believe this positively impacts the individual, the school community, the wider community and the global community - both present and future.

Management and Organisation of PSHE and Citizenship

Our Governing Body will;

work closely with school staff to monitor the implementation of PSHE and Citizenship education.

Our Headteacher and senior leaders will;

support all staff in school in the preparation and delivery of PSHE and Citizenship education and work to create a school ethos which supports and upholds content in the curriculum.

Our PSHE subject leader will;

create and implement a whole school scheme of work appropriate to our school setting. They will also support and monitor teaching and learning in this area.

Our Class teachers will;

deliver high quality weekly PSHE and Citizenship education lessons which follow the school's scheme of work and current best practice.

Our Support Staff will;

enhance the delivery of PSHE and Citizenship by providing targeted intervention wherever needed.

Our pupils will;

engage respectfully and responsibly with all taught content.

Our parents and carers will;

be fully informed about what their children will be learning and will be actively encouraged to participate in the curriculum where appropriate.

Delivery of our PSHE Curriculum

We use PSHE association program of study throughout school years 1 to 4, which is recommended and referred to by the DfE. The EYFS work to the standards in the PSED area of their curriculum, details of which can be found in the curriculum policy. We also deliver our equalities education through the use of No Outsiders and Stonewall resources.

All aims are taught through the three core areas of PSHE and Citizenship education, which are: **Health and Wellbeing, Relationships and Living in the Wider World**. All lessons will cover content in an age-appropriate manner.

Our PSHE programme incorporates RHE. The scheme of work for Wylam First School maps out units of work for each year group which progresses and returns to themes as children develop and mature through the school.

Our PSHE curriculum is also delivered throughout other curriculum areas (e.g. Science, History PE, RE and Computing) where we feel that they contribute significantly to a child's knowledge and understanding.

Since PSHE incorporates the development of self-esteem, relationships and health and well being, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, assemblies and our behaviour and reward policy.

At Wylam First School we recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values, beliefs of significant others. PSHE education should respect and take account of pupils' prior learning and experiences. Our programme reflects both the universal needs shared by all children and young people as well as the specific needs of the pupils in our school.

PSHE education prepares pupils for both their futures and their present day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

Core Areas of the Curriculum

Health and Wellbeing

lessons will explore physical wellbeing, healthy lifestyles, mental health, growing and changing, keeping safe and drugs, alcohol and tobacco.

Relationships

lessons will explore families and close positive relationships, friendships, managing hurtful behaviour and bullying, safe relationships and respecting self and others.

Living in the Wider World

lessons will explore our shared responsibilities, communities, media literacy and digital resilience and economic wellbeing (money and aspirations, work and career) and British Values

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Equalities	'You Choose' by Nick Sharratt I can say what I think	'The Blue Chameleon' by Emily Gravett I can make friends with someone different	'Red Rockets and Rainbow Jelly' by Sue Heap I understand that it's ok to like different things	'The Family Book' by Todd Parr I understand that all families are different	'Mommy, Mama and Me' by Leslea Newman I can celebrate my family	
Year 1						
PSHE	<u>Relationships</u> What is the same and different about us?	<u>Relationships</u> Who is special to us?	<u>Health and wellbeing</u> What helps us stay healthy?	<u>Living in the Wider World</u> How can we look after each other and the world?	<u>Health and wellbeing</u> Who helps to keep us safe?	<u>Living in the Wider World</u> What can we do with money?

Equalities	'Elmer' by David McKee I know the ways in which we are different and I know how to make my class welcoming.		'Max the Champion' by Sean Stockdale To understand that our bodies work in different ways	'My World, Your World' by Melanie Walsh To understand that we share the world with lots of people.	'Ten Little Pirates' by Mike Brownlow To play with boys and girls	'My Grandpa is amazing' by Nick Butterworth To recognise people are different ages
Year 2						
PSHE	Relationships What makes a good friend?	Relationships What is bullying?	Living in the wider world What jobs do people do?	Health and wellbeing What helps us to stay safe?	Health and wellbeing What helps us grow and stay healthy?	Health and wellbeing How do we recognise our feelings?
Equalities	'The Great Big Book of Families' by Mary Hoffman To understand what diversity is.		'Just Because' by Rebecca Elliot I know that some bodies work in different ways and I can find things that people are good at.	'The First Slodge' by Jeanne Willis To understand how we share the world.	'The Odd Egg' by Emily Gravett I know things can go wrong and I know that when things go wrong I can feel embarrassed and I can find a solution.	'Blown Away' by Rob Biddulph I know that everyone in my class is different, I can work with anybody and I like working with different people.
Year 3						
PSHE	Relationships How can we be a good friend?	Health and wellbeing What keeps us safe?	Relationships What are families like?	Living in the wider world What makes a community?	Health and wellbeing Why should we eat well and look after our teeth?	Health and wellbeing Why should we keep active and sleep well?
Equalities	'Oliver' by Brigitta Sif I know that we are all different in my class and I understand how difference can make people feel excluded.		'This is our House' by Michael Rosen I know how someone can feel like they are outside. I know how to make sure there are no outsiders in my school.	'Two Monsters' by David McKee I understand where some problems can come from and I offer a solution to the problem.	'The Huey's in the new jumper' by Oliver Jeffers I know why it's hard to feel different and I know how to help someone to be strong.	'Beegu' by Alexis Deacon I know the behaviour that makes someone feel like an outsider and I know how to make someone feel welcome.
Year 4						
PSHE	Health and wellbeing What strengths, skills and interests do we have ?	Relationships How do we treat each other with respect?	Health and wellbeing How can we manage our feelings?	Health and wellbeing How will we grow and change?	Living in the wider world How can our choices make a difference to others and the environment?	Health and wellbeing How can we manage risk in different places?

Equalities	'Dog's Don't Do Ballet' by Anna Kemp I know what assertive means and I know why being assertive is sometimes hard.		'Red: A Crayon's Story' I know why people sometimes don't speak up and I know everyone in my school should be proud of who they are.	'The Way Back Home' by Oliver Jeffers I know that people speak different languages and I know how languages can be a barrier. I can find ways to overcome barriers.	'The Flower' by John Light I know that we have choices and I know why it's good to learn about new and different things.	'King and King' by Linda de Hann I know what marriage is and I know who can get married in the UK and I know why people choose to get married.
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A large selection of books celebrating diversity are available in all class libraries and are explored through independent reading, guided reading and whole class text work.

Assessment

Pupils' learning will be assessed throughout each unit using assessment for learning strategies. Pupils will also be involved in regular reflection of their own learning journey in relation to PSHE and Citizenship education through Pupil Book Study. We believe this is pivotal to the embedding and progression of knowledge, skills, understanding and attitudes. This will help us to provide a curriculum which is relevant and meaningful to all pupils. However, due to the personal nature of taught content, we believe it is important that learning in PSHE and Citizenship education is seen as developmental and not as succeeding or failing. In our school, all children should feel they are succeeding in PSHE and Citizenship education, whatever their starting or ending point within a unit of work.

Confidentiality

For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided in which the policies and protocols of safeguarding and confidentiality are adhered to.

Continuing Professional Development

The professional development needs of all staff in relation to the teaching and learning in PSHE and Citizenship education will be regularly assessed and monitored and relevant training and support provided. The subject leader for PSHE and Citizenship will regularly model and disseminate best practice, working closely with the SLT and named governor.

Working with Parents, Carers and the Wider Community

We greatly value our parents and carers; we believe that their understanding of PSHE and Citizenship and what their children will be learning is vital in gaining optimum outcomes. Before each unit is started, the school will send out guidance about the unit and what it entails. Parent and carers information evenings will be held and surveys distributed to discuss the teaching of more sensitive content. Parents and carers are invited to view this policy and our curriculum at any point. We are committed to following government guidance on the rights and responsibilities of parents and carers concerning PSHE and Citizenship education.

Monitoring and Evaluation

Staff members responsible for monitoring teaching and learning in PSHE and Citizenship education are:

Stephanie Gibbon - Headteacher
Jill Dodds- Deputy Headteacher
Elizabeth Heffernan - HLTA

David Riley - Chair of Governors

Our arrangements for consulting with pupils:

To consult with pupils, we will involve them in regular self-reflection and discussion about their learning and enable them to raise additional learning they feel is needed; we will also consider what has been learned and how it can be implemented successfully in school. Key action points learnt through our monitoring and evaluation will be fed into our self-evaluation process

Last Reviewed: February 2023

Review Date: September 2024

Reviewed by:

S Gibbon - Headteacher

David Riley - Chair of Governors