



# PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

Approved On:	11 <sup>th</sup> October 2022
Staff:	Headteacher
Notes:	Non Statutory School Optional Policy Every 3 years
<b>Next Review Date:</b>	<b>Autumn 2025</b>

**Headteacher: Mrs Kate Collins**



## **INTRODUCTION**

The Personal Social and Health Education (PSHE) curriculum and day to day experiences will enable the children to gain a range of skills, knowledge and understanding, that will in turn enable them to make informed choices regarding health, citizenship and lifestyle. In addition to our children's academic achievements, learning opportunities will take place to enable them to be aware of and manage their emotions, form effective relationships, work with others, respond to challenges, evaluate information and make decisions. Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the use of our 1 Decision scheme of work, but through our wider curriculum offer. For full subject contents of the 1 Decision scheme of work, please see the 1 Decision supporting documents as detailed at the end of the policy.

## **THE PURPOSE OF THIS DOCUMENT**

To inform all those involved in the education of the children at this school about the aims and details of practice for the organization and management of PSHE. This ensures consistent opportunities and expectations for all and ensures continuity and progression from Reception to Year 6.

## **AIMS**

The aims of personal, social, health and economic (PSHE) education in our school are to:

- For children to develop self-esteem, confidence and responsibility and to make the most of their abilities.
- For children to understand and be prepared to play an active role as citizens.
- For children to develop a healthy, safe lifestyle.
- For children to develop good relationships and respect differences between people.
- For children to develop the skills that can help to resolve conflicts.
- For children to become aware of their own and others' social and emotional needs.
- For children to be aware of safety issues
- For children to have respect for others
- For children to be positive and active members of a democratic society
- For children to be independent and responsible members of the school community

## **STATUTORY GUIDANCE**

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

## **CONTENT AND DELIVERY**

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).

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

1 Decision Module Content: (5 – 8 years old)



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### Yearly Overview:

#### Suggested topic delivery overview - Year by Year Breakdown

**IMPORTANT NOTE:** If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Is it safe to eat or drink?
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to play with?	
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Summative Assessment	Enya and Deede Visit the Fire Station
	Leaning Out of Windows								
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		

\*Please note: Although the Fire Safety module features our young character Deede, you may find that the lesson content is also suitable for older children.

**IMPORTANT NOTE:** If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	

- 1 Decision is used to teach the PSHE curriculum. It is a kitemarked, interactive bank of life skills resources that have been created to support PSHE, SMSC development, and safeguarding, and has been updated to support the new statutory changes in Health Education and Relationships Education. The resources are mapped to the PSHE Association's Programme of Study and can be used cross-curricular.
- At Sandfield, the 1 Decision programme is adapted to suit our school's context as well as the topics taught through our two-year rolling curriculum
- Teachers respond to the needs of their class and adapt all materials appropriately and as necessary
- Child on Child abuse is also addressed through the 'Bullying' units within the 1 Decision programme. At Sandfield, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

- Weekly PSHE lessons in all year groups
- Circle times take place in class on a weekly basis to encourage children to share their feelings and ideas.
- Children will be taught to take care, and share responsibility for their own behaviour.
- Children will be taught to feel positive about themselves by having their achievements recognised, and by being given positive and constructive feedback about themselves.
- Children will take part in discussions about topics of school, local, national and global concern.
- Children will be taught to make real choices, for example, whether or not to choose a healthy option in school meals, what games to play, what activities to choose in the classroom.
- Children will be taught to meet and talk with people – outside visitors such as religious leaders, police officers, fire brigade, school nurse.
- Children will be taught to develop relationships through work and play, for example, by sharing equipment with other children in a group task.
- Children will be taught to consider moral and social dilemmas that they come across in everyday life, for example, aggressive behaviour, question of fairness, right and wrong, simple environmental issues.
- Children will be encouraged to celebrate and recognise their abilities and achievements. All classes have a system for such recognition.
- Children will develop self-confidence to ask for help from teachers, assistants etc.
- Children will be encouraged to explore their own emotions, and develop strategies for managing these.
- Children or groups of children take on mentoring roles for individuals or groups according to need, including Sandfield's Junior Leadership Team and Sandfield Ambassadors
- Visitors are used to enhance the PSHE curriculum, including fire fighters and the school nurse,
- The Local Authority provide pedestrian training for Years 2,3 and 4 as well as optional Bikeability for Years 5 and 6.

## **ROLES AND RESPONSIBILITIES**

### **THE GOVERNING BODY**

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

### **THE HEADTEACHER**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **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

### **PUPILS**

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

### **MONITORING ARRANGEMENTS**

The delivery of PSHE is monitored by our PSHE lead through lesson drop ins, monitoring of planning, pupil voice as well as reviewing the subject action plan.

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the governing body

### **LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures:

RSE Policy

Behaviour Policy

Anti-bullying Policy

**FURTHER DOCUMENTS FOR REFERENCE:**

PSHE Progression in Skills and Knowledge

1 Decision and the PSHE Programme of Study

EYFS programme mapping