

**PSHE Policy**

Introduction:

At Etchells Primary School, Personal, Social and Health Education (PSHE) is a vital part of the Curriculum that we offer to the children. It is also embedded in all aspects of our school life. PSHE is vital because it promotes pupils’ personal, social and emotional development, as well as their health and emotional and mental wellbeing. It equips children with the knowledge and skills they need to lead healthy, happy and independent lives. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and helps them to understand the British values which will enable them to be upstanding, active young citizens.

Aims:

At Etchells Primary School, we believe that PSHE - in conjunction with citizenship education and an understanding of Modern British values - plays a significant part in children’s ability to learn. We understand that only children who feel happy and safe can learn effectively. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

At Etchells Primary School, we aim to help the children to:

1. Develop confidence and responsibilities and make the most of their capabilities and talents.
2. Prepare to play an active role as citizens in modern Britain, understanding the values our society holds.
3. Develop a healthy, safe lifestyle with the ability to make responsible choices.
4. Develop good relationships and to respect and celebrate the differences between people.
5. Make a positive contribution to the life of the school
6. Understand the importance of living in a diverse society and what it means to live in a multi-cultural society.
7. Understand the importance of money and the role that is has to play in our everyday life.
8. Recognise and understand the effects that drugs and alcohol have on their bodies and how some people can become dependent on these.

Organisation:

In order to deliver an effective and thorough PSHE curriculum, we use a

variety of different sources including CWP publications, PSHE association,

Twinkl and materials from the local authority. Due to the importance of

PSHE, each class ensures that it is timetabled once a week to deliver

PSHE session. There may be extra cross curricular sessions that take place

In addition to this.

Additionally, class teachers tailor PSHE to the needs of the class. Circle

Times are held to discuss any worries or issues the children may be facing,

or simply to share views and opinions in a safe and respectful forum. Our

school environment reflects our commitment to teaching the children

about the importance Modern British Values. Social, Moral, Spiritual &

Cultural development opportunities are a continual thread running through

the Curriculum we offer our children.

Relation to School Aims:

Our school ethos supports the delivery of PSHE in the following ways:

1. PSHE, citizenship and Modern British Values education, as well as SMSC development opportunities help children to be self-aware and responsible – for their actions and for their learning.
2. Our programme of PSHE, RSE, citizenship and SMSC development encourage our learners to value equality and diversity; therefore everybody is supported in realising their true potential, regardless of the factors which make us different.
3. Social, moral, spiritual and cultural development opportunities are at the heart of our vision, our environment and our work – from team-building residential trips to democracy in action in our school through electing our Head Girl and Boy, from assemblies given by visitors of a variety of faiths to recognition of important religious festivals, such as Diwali, Eid and Rosh Hashana.
4. Our happy, caring environment provides children with a safe place in which they can try new things, challenge themselves and grow.
5. Our commitment to creating links with our wider community underlines our commitment to PSHE, citizenship, Modern British Values and SMSC development: we invite our community in to help us celebrate at Christmas and to support worthy causes, such as Macmillan, and we reach out to our community, caring for our environment and supporting local groups such as the Wellspring Centre.

PSHE, Citizenship, Modern British Values and SMSC development opportunities will enable children to practise specific skills in structured contexts and in their daily life including:

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.

2. Involving children in assessing their own learning. *What is going well? What do I need to do to take the next step in my learning?*

3. Encouraging children to recognise and respect differences between people.

4. The democratic election of a Head Boy and Girl, to be a leader for their peers and ambassadors for our school.

5. Encouraging children to take responsibility for their behaviour.

There are wider opportunities for personal and social development at school. These include:-

1. The development of each child’s ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.

2. Planning class visits and trips which widen children’s experiences beyond their immediate local environment.

4. Coming together as a school for assemblies to celebrate academic and personal achievements.

5. Planning events which encourage the school to work together, for example: Christmas productions, charity events, sports day and the summer fair.

6. Being fully involved in the community and embracing all aspects of our local community.

Responsibilities:

The PSHE co-ordinator is responsible for leading PSHE, citizenship, Modern British Values and SMSC development. This entails:

* Monitoring the teaching and learning of PSHE.
* Overseeing and implementing the policy.
* Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
* Attending training and keeping teaching staff up to date with developments.

**Appendix 1- Overview of PSHE/RSE**

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| Year Group | RSE coverage | PSHE coverage |
| 1 | * To start to recognise feelings and name them. * To recognise what makes me special. * To learn ways to make new friends. * To understand that I may fall out with my friends. * To understand how to make up with my friends. * To answer the question what makes a good friend. * To understand that I can be friends with different people. * To talk about different families and how they may be different from mine. * To know who to speak to when I feel unsafe * To know which groups I belong to e.g. family groups, clubs. * To understand the differences between the old and young * To start to name some of my body parts * To know what a baby needs to be safe and happy * To know how boys and girls are different * To know that boys and girls may like different things or the same things * To think about what I might want to do when I get older. * To know when it is ok to keep a secret * To know the difference between a stranger and someone I know * To understand when it is ok to say no to someone. | **What can we do with money?-** Understand where money comes from, what spending and saving is, discuss what I can buy from the shop and say items I want and need.  **What is the world like around us?-** Describe what Etchells Primary School is like, identify natural resources, say what an environment is and identify what I love about the world.  **What makes us special?-** Respect similarities and differences between people, learn how to manage when I am struggling, say how people are different, say what I am good at and what I struggle with, say what skills you need for jobs, list some jobs I need and think of how I can deal with loss.  **How is everyone different?-** Explain how to be a good neighbour, list ways in which I can help the neighbourhood, describe what it is like to live in Britain, differences and similarities between British people and say why I’m proud to be British.  **How do we decide to behave?-** Naming the class rule, understanding others needs, understand about our own behaviour, work on our listening skills and know that our bodies and feelings can be hurt.  **Who are the people who care for us?-** Explain the importance of families, look at argument resolution, show good sharing skills and show that I care for others.  **How do we feel?-** Understand different emotions, managing these with help from those around me, understand how change can be bad and good, say times and situations that make me happy,  **How do we stay safe online?-** Different ways to use the internet, different activities you can do online and offline, what risks I face when I go online, explain how to get help if I am unhappy online, what information I should keep private online and know that not everything I see online is true.  **How do we keep safe?-**  How to stay safe in different situations, give advice on how to stay safe, differences between secrets and surprises, know some everyday dangers in and out of the home and I know some parts of my body are private.  **How can I keep my body healthy?-** Know how much sleep I need, know why exercise is good for my body, choose what happens to my body, list some healthy snacks, ask a trusted adult what is safe to drink and eat and hygienic ways I can look after my body.  **Drugs and Alcohol-** Ways in which we stay safe, some medicines are bad for you, who should give us medicine.  **How can I make sure that I think positively?-** Discuss personal goals, describe feelings that are difficult, discuss what we are thankful for, starting to remain on task and stay calm. |
| 2 | * To manage our feelings, with the help of a trusted adult. * To know that different situations make me feel different emotions. * To know who the special people in my life are. * To make choices on who I want to be friends with. * To know that there are different types of families. * To identify similarities and differences between people. * To name all parts of the body and the differences between boys and girls. * To know that animals can reproduce and have babies * To know the animals will grow up into adults. * To understand that boys and girls can do the same things. * To describe some physical changes that humans go through as we get older. * To respect the likes and dislikes of others. * To understand the responsibilities that I will have when I am older. * To explain what the word ‘consent’ means * To know the difference between a safe and unsafe touch * To understand what I should do when I feel uncomfortable in certain situations. * To know what to do when I am approached by a stranger * To understand and challenge gender stereotypes * To focus on differences in male and females physical appearance. | **How can we keep our belongings safe?-** Explain ways in which we can save money, ways which we can keep money safe, how to keep belongings safe, how can we keep track on money, look at what influences what we buy, prioritise what we should buy and discuss adverts and offers that influence what we buy.  **Can you identify the wonder in other people?-** Identify positive qualities in others, have a positive attitude, say which attributes would suit my dream job, challenge stereotypes, say what ambition is, say ways in which next year will be different than this and identify steps that I can take to achieve my goals.  **What do you notice about different places around the world?-** Identify different families from around the world, say what children would do at school and in homes around the world, discuss the overuse of natural resources, explain ways in which we care for the world and say the importance of going to school.  **What is it like to live in modern Britain?-** Understand about the consequences of positive and negative choices, talk about why helping the neighbourhood is important, describe different aspects of British life, say the importance of having differences, identify famous British people, places and events, explain what famous British people tell me about Britain and I am beginning to understand the idea of respect.  **How can we help?-** Understand why we have group and class rules, understand why rules are important, show respect to others and their things, understand different ways to be kind and say ways in which I can deal with bullying behaviour.  **Why are family so important to us?-** Say who the special people are in my life and why they are important, explain why family networks are important, use a positive mindset in my daily life, cooperate with others in a task and discuss the positive impact of showing others they are cared for.  **Why do we use the internet and how can we stay safe?** Talk about the ways the internet helps us, talk about the effects of too much screen time, tell other people internet safety rules, explain how to keep information safe online, understand the some people behave differently online and discuss false information online.  **How do we show our feelings?-** Explain what makes me an individual, identify feelings from facial expressions and body language, talk about what makes me happy, explain how to manage anger and sadness, discuss strategies for change and say why it is important to respect others.  **How can we be healthy?-** Know my bedtime routine, know what happens if you don’t exercise, know people have rights to their own body, list foods which are good once a week and identify hazard signs.  **What dangers are around us?-** say ways to stay safe at home, say dangers around us, know the green cross code, why I shouldn’t take other people’s medicine, know who a trusted adult is and know a range of safety rules.  **Drugs and alcohol-** know which substances and situations are safe and unsafe, identify harmful substances and consider the rules for home and why they are different than school’s rules.  **How can I maintain a positive mindset?-** Recognise positive and negative thoughts, discuss consequences for my actions, think about ways to achieve my goal, recognise triggers for certain emotions and describe what a mindset is. |
| 3 | * To identify and recognise feelings I am having and those of others. * To develop strategies to deal with my worries * To know my feelings can affect my friendships. * To create a birth fact file * To say how adults start off as young people * To name all the human life cycles * To name all body parts of a male and female * To know my family may be different than others. * To say positive things about myself * To identify dangers around me * To show respect to other people through my words and actions * To know what private parts are * To know when it is ok for someone to examine my private parts * To know when physical contact is appropriate and not * To know, use and understand the word consent | **What is it like to live in Modern Britain?-** Discuss life in modern Britain, talk about democracy, know what rules and laws are, say what liberty is, describe what a diverse society is and describe what it means to be British to me.  **What jobs would we like to do?-**  Discuss my personal achievements and skills, identify what a positive attitude is, talk about a range of jobs people do, talk about skills you need for a job, say what I might do when I’m older and what skills I would need and work in groups to achieve goals.  **How are people the same and different around the world?-** Describe differences and similarities in people’s lives, identify my opinions and those of others, recognise that my actions have an impact on others, know what climate change is and know there are organisations that help people in challenging situations  **Why do we need money?-** Know where money comes from, talk about reasons that people go to work, begin to discuss ways in which we can spend money, consider why and how people get into debt, know we have choices with money and know different ways to track money.  **Can we learn from our mistakes?-**  Give a list of my proudest achievements and say why I am proud of them, change my facial expressions for different emotions, how to deal with uncomfortable situations, begin to think of positive solutions, understand messages from the media are not always realistic, suggest ways to make things right and how to grow from mistakes.  **Why it is important to work as a team?-**  Use pictures to express my thoughts, feelings and worries, plan a role play about a team situation, work as a team in problem solving activities, begin to identify feelings and how they are expressed, start to find a resolution to a problem, and know different ways to complete a good deed.  **How can we describe our feelings?-** Identify a wider range of feelings and understand conflicting feelings, develop resolution techniques, understand what a selfless act is, notice those emotions of those around me and how it affects friendships and respond to the feelings of others.  **What are the positives and negatives of the online world?-** Explain what to do if I see online bullying, explain ways in which I can communicate safely online, access reliability of online information, know what my personal information is, know why we shouldn’t share password and explain why we have restrictions on the technology we use.  **What are the rules that keep us safe?-** Know what health and safety is, list some dangers on the road, water and railways, know what injuries can be treated with first aid, know how to get help in a 999 emergency and know hazards at school.  **How can we keep our minds healthy?-** Look after my mental health, discuss changes people may experience and how they may feel, say ways to keep people calm and discuss qualities of a good learner.  **How can we eat well?-**  Look at a balanced diet, know the importance of sleep, know what happens to muscles when we exercise them, explain how germs travel and diseases spread and say ways to protect my body from ill health.  **Drugs and Alcohol-** Know what smoking is and what effects are on the body, know the effects of passive smoking and the danger it poses for me and say some ways in which we can prevent starting smoking. |
| 4 | * To express the differences between positive and negative feelings * To know that my actions can affect friendships. * To know what qualities are important in friendships. * To know that there can be conflicts in friendships * To make clear decisions on who I play with * To give advice for those with friendship problems. * To know the differences between an adult and child * To know the changes your body go through during puberty, * To explore how puberty is linked to reproduction * To explore what respect means in relationships * To discuss characteristics of a healthy relationship. * To know that people can be a bad influence on me * To know what bad pressure is from my friends * To know when it is appropriate to say no to people around me. * To become more independent in getting help when I need it. | **What does it mean to have a multicultural society?-**  Say the benefits of a diverse society, say why a democracy is important, how laws and rules help me, identify the rights of British people, say what being British means to other people, show empathy for those without democracy and say what human rights are.  **How can we take positive steps towards our goals?-** Identify skills for different roles, why we must have a growth mindset, identify and challenge stereotypes, discuss goals that I set to work towards our ambitions, discuss challenges people face and how to overcome them and why it is important to challenge stereotypes.  **What makes me unique and special?-** Reasons for similarities and differences in people’s lives, discussing fair or not, give reasons for my opinions, discuss climate changes and their effects, explain how organisations help people in need and reflect ways in which we tackle inequality.  **How can we ensure that we spend our money correctly?-** Consequences that people in debt face, importance of prioritising how we spend money, discuss how adverts influence us, discuss how and why it is important to track our spending, talk about ethical spending and discuss choices people make about borrowing and saving.  **How I ensure I have a good balance in my life?-** Recognise the importance of an online and offline balance for wellbeing, empathise with a cyber bully victim, respond to different online situations and scenarios, positive and negatives of sharing things online and how to report cyberbullying.  **How can I show that I am a strong person?-** Identify my own strengths, explain how I can show my feelings through body language and facial expressions, discuss a range of strategies to deal with uncomfortable situations, show assertive behaviour, look at messages given by the media, list ways in which I can make things right and show  how I grow from my mistakes,  **How can we be a good friend?-** Discuss how our attitude affects friendships, reflect on what a dare is and why they may not be appropriate, give advice for people being bullied, design a comic to address bullying, discuss what is meant by supportive and loyal and discuss what an unhealthy relationship is.  **Can I work collaboratively with the people around me?-** Discuss changes that we can experience, create a role play about a team scenario, read clues to problem solve, identify different ways hidden feelings can be expressed, create a list of good deeds and create a freeze frame to show certain feelings.  **How can I manage the risks I take?-** say some of my responsibilities, examples of risky situations, know something risky can lead to danger, know who can help us in an emergency and how to keep people sage in an emergency.  **How can I keep healthy?-** what the effects are of sleep deprivation, know the effects of exercise on the heart, know how vital a balanced diet is, check medicine instructions and explain the importance of vaccines.  **How can we have good mental health?-** Understand how positive attitudes help mental health, understand the causes of negative thoughts and how I can cope with them, use some mindfulness techniques and learn how to cope with sad situations.  **Drugs and alcohol-** Under the effect that alcohol has on the body, and the risks that are associated with alcohol and consider how society limits the drinking of alcohol. |
| 5 | * To identify a range of emotions through verbal and non-verbal cues. * To begin to use strategies to control my behaviour. * To start to see things from someone else’s point of view. * To ask for help when I am struggling , both in and out of class * To know qualities which are important for friendships. * To know what you need to maintain friendships. * To describe what peer pressure is. * To resist the urge of peer pressure. * To know what my family can provide for me. * To understand the responsibilities and expectations that families have of each other. * To understand different family dynamics. * To know what menstruation and periods are. * TO understand the importance of personal hygiene. * To name and identify the functions of the male and female sex organs including reproduction * To ask questions about my own body and the changes it is going through * To understand the emotional and physical changes that occurs during puberty. * To understand ways in which I can get support during puberty. * To recognise what a risk is in different situations. * To begin to make judgements about whether a situation is safe or not. | **What makes a community?**- Say what a community is, describe different communities that I belong to, explore differences between those communities, explain why laws are made, discuss the importance of having an identity and roles that charities play during the community.  **What makes us enterprising?-** Understand that there are different ways of achieving goals and celebrating them, to have high aspirations for myself, to understand different people learn in different ways, learn ways to share our growth mindset with others, describe what enterprising means and know different stereotypes that we may encounter.  **How can we manage our money?-** Describe the role of money in society, understand the importance of managing money properly, be a critical customer, describe examples of Fairtrade, know what tax is and know why people borrow money.  **How can we be a global citizen?-** know what a global citizen is, say what global warming is, understand that human energy can damage the environment, know why we should not waste water, know what biodiversity is and understand that my choices have far reaching consequences.  **How can I be my real self?-** know the difference between fitting in and real friendships, say a situation that would make people fight or flight and why, start to resolve tricky situations and identify times where I have made a mistake and how to make amends.  **How can I manage my emotions effectively?-** Show different ways to demonstrate calmness, discuss how I should manage disagreements, think of ways to resist peer pressure, know which secrets are OK to keep and which are not and identify different types of relationships.  **How can we be safe online and using social media?-** Understand online bullying is wrong and how to deal with it, know not all online information is true, know how to look after our digital wellbeing, identify harmful or inappropriate online relationships and can say the risks and benefits of social media.  **How can I be respected to those around me?-** express my opinions respectfully, know what it means to work collaboratively , understand what compromise is, can discuss different types of unkind behaviour, show ways in which I can care for others and know some share responsibilities I have.  **What choices help health?-**understand how to have a balanced lifestyle, both emotionally and physically, understand the importance of making informed choices, understand what is meant by a habit and say positive aspects about me.  **How can I manage the risks around me?-** know what a dare and peer pressure is, can seek help in risky situations, key points of the firework code and list some dangers on the road, railways and water.  **How can I ensure I have good emotional wellbeing?-** Identify unhelpful thoughts, say why positive thoughts are beneficial, discuss uncomfortable feelings and know what is needed for me to be a good listener.  **Drugs and alcohol-** Understand a range of illegal and legal drugs including the risks and effects, know my attitudes and beliefs towards drugs and people who use drugs, know ways in which I can resist drug use. |
| 6 | * To know strong feelings and that they put us in an emotional state. * To understand what my feelings are and how they impact others. * To begin to understand ways people react to feelings. * To know what body language is and how it can positive or negative. * To know what love and attraction is * To know what qualities I look for in friends and what is common with them. * To know what families are in modern society including LGBT families. * To know that each family has their own world view. * To start to understand why people choose to get married. * To look back at changes in your body as you grow. * To be self-sufficient with personal hygiene routines. * To know there are many different emotions, fears and worries about growing up. * To actively seek help for situations which scare me. * To know what the process of sexual intercourse is. * To know what conception is * To know that people use contraception so that they won’t have a baby. * To know what stereotypes people have about different groups. * To know how sex and relationships are shown in the media. * To understand that communication is important in relationships. * To understand that there are both positive and negative ways to communicate in relationships. * To recognise the risks that I am taking and how others may take risks. * To resist any pressures which I face online. | **How can I show tolerance and respect?-**  show ways to respect people from all faiths and ethnicities, know how laws help me, discuss local government in relation to humans rights and democracy, identify charities and voluntary groups, show empathy for those showing disrespect and what would life be without rules?  **How can I ensure I help save the planet?-** know what a responsible citizen is, describe what I can do to help global warming from getting worse, explain how energy use can be changed to help, know responsible ways to save water, understand the importance of biodiversity and encourage people to be responsible .  **How can money affect us?-** Learn how to budget and how it can affect people, describe what finance is, give a definition to interest, loan debt and tax, begin to understand how resources are allocated to different people, understand how money is distributed across the country and say the benefits of Fairtrade.  **What skills does a successful person have?-** say how I learn the best, know barriers that will prevent success, know opportunities will be available for me in the future, know there are different opinions, know how to set achievable goals, know the core skills when working in a group.  **How can I show my feelings in a clear way?-** Understand how to communicate different feelings in different situations, know ways to manage uncomfortable feelings, know and can discuss different fight or flight situations and know the impact of making amends when I make a mistake.  **How can I be an effective member of a team?-**, disagree respectfully, reflect on my role in a group, explain the effect of unkind behaviour on others, show ways that I care for my team mates, discuss consequences of breaking rules and the law and discuss the statement should we always say what we think?  **What does it mean to feel to be pressured?-** Write and explain what I should do when I feel pressured in a situation, identify healthy and unhealthy relationships, know when a secret is safe to keep, know ways to avoid pointless disagreements, know the best calming strategies in different situations and give examples of how different opinions can be given in a respectful way.  **How can I manage my digital well-being?-** Can look after my digital well-being, know ways to stay happy and safe online, to develop safe and respectful online relationships, identify and manage online bullying and understand when others need to intervene and know how time online affects wellbeing.  **How can I keep my body safe?-** Define consent and autonomy, explain the importance of vaccines and immunisations, understand why I need to change habits as I am older, to identify where pressures comes from to try harmful substances and know the choices I make may affect my body.  **What am I responsible for?-** Know what responsible means, access the level of risk, know how I can help in an emergency, know which household items contain chemicals and consider the impact of accepting a dare.  **How can I show my feelings to others?-** know how my feelings can influence others, say how intense my feelings are, know strategies for unhelpful thoughts, make informed choices and know the difference between growth and fixed mindset  **Drugs and alcohol-** Know and understand the risks and laws of cannabis know the risks of VSAs and are aware of support and help to help with my options. |