



PSHE Policy

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Governor Lead: Heather Archer

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a member of



Learning Partners

academy trust

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School Values: A culture of achievement where all can succeed.

Through our PSHE curriculum, we endeavour to promote our school values which are:

At Guildford Grove, we

- are responsible and respectful members of our diverse community
- are empowered to make safe, informed choices
- have high aspirations and a “can do” attitude to learning and we
- develop and foster our individual abilities and interests.

1. Intent statement

At Guildford Grove Primary School, we have always valued the importance of prioritising PSHE across the school. We intend to deliver a bespoke PSHE curriculum which will be a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of their families and their diverse communities. It provides them with the knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives.

2. Aims

PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. The aims of personal, social, health and economic (PSHE) education in our school are to develop:

- Physical health and wellbeing

- Mental health and emotional wellbeing
- Keeping safe and managing risk
- Identity, society and equality
- Sex and relationships (See RSE policy)
- Drug, alcohol and tobacco education
- Careers, financial capability and economic wellbeing

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We teach health education under the same statutory guidance

This policy also complies with the terms of our multi-academy trust

3. Content and delivery

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. All policies can be accessed via the school website.

3.2 How we teach it

As a school, we adhere to the following key principles to ensure good quality PSHE.

PSHE...

- Is a key, identifiable part of the curriculum, which has planned, timetabled lessons including circle time in each year group
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Has class teachers that deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on current reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including relationships, living in the wider world and health and well-being

- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- Means that if pupils ask questions outside the scope of the intended objective, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
- Means that staff will use the resources provided by the PSHE Association, Kapow PSHE alongside any they have created to support the pupils learning

4. Roles and responsibilities

4.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Heather Archer.

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:

- Planning progressive and high quality PSHE lessons
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Teaching lessons that are not impacted by their personal beliefs and attitudes
- Monitoring and reporting 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 delivery of PSHE is monitored by the PSHE Lead through a range of different forms, including reviewing planning, learning walks and pupil voice etc.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every 2 years by the PSHE lead. At every review, the policy will be approved by the governing board and Headteacher.

6. Coronavirus

Teaching about hygiene routines, how bacteria and viruses affect health and how to recognise ill health, is part of the Health Education aspect of PSHE education at all key stages. Pupils may ask about coronavirus (COVID-19) while discussing these topics, or in response to media coverage.

As a staff, we acknowledge that there are times when we need to respond to unforeseen events to protect pupils' wellbeing.

The topic of coronavirus might create a variety of feelings, including curiosity, anxiety or fear. Children and young people can show their distress in a variety of ways (some are less obvious than others), so it is important not to make any assumptions about pupils' feelings or reactions.

As with any PSHE education lesson, it is essential to establish or reinforce ground rules for discussion when addressing this topic.

6. Links with other policies

This policy links to the following policies and procedures:

- Relationship and sex education policy
- Safeguarding/child protection policy
- Anti-bullying policy
- Online safety policy

Appendix 1: Curriculum map

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 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