

Ladysmith Federation

Personal, Social and Health Education Policy

Approved by: Full Governing Body **Date:** January 2021

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1. Aims

At the Ladysmith Federation we believe that PSHE education promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them 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 introduces them to some of the principles of prudent financial planning and understanding.

Taken from our Vision for Every Child:

- To develop self-motivated, ambitious, independent, caring and happy children
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote healthy lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for their future.

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).

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. This is available on the policies section of the school website.

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

3.2 How we teach it

It is expected that in some form PSHE is taught every week, through circle times, distinct lessons and assemblies. In both schools a programme developed using resources from the PSHE association is used to cover the themes: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The Ladysmith Federation also uses the SEAL – Social and Emotional Aspects of Learning - materials to teach some of the elements of PSHE.

In addition, teachers will aim to set aside time in class to discuss matters arising from school council meetings and other areas of the school day, dealing with issues and matters that arise in the course of discussion and from the pupil's work. This enables the pupils' immediate concerns to be listened to and resolved.

We recognise that Circle Time is a very useful teaching model for many of the aspects of PSHE.

Personal, social and health education is taught best through interactive learning. Circle time is used to develop interactive learning and, therefore, implementing effective personal, social and health education.

Circle time is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

Time allocated for some parts of the teaching of sex, drug and some health education is accounted for in the teaching of science at both key stages.

Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them with the PSHE lead or Senior Leadership Team. Any relevant training will be put in place to ensure teachers are confident in the delivery of PSHE.

Parents will receive a yearly written report that will include feedback on PSHE.

EQUALITIES STATEMENT

The staff and Governors of Ladysmith Federation are committed to promoting equal opportunities and diversity. All staff will ensure that all areas of the taught and informal curriculum take account of the rich and varied balance of cultures, faiths, race and nationalities, physical, emotional, gender and economic diversity that exist in the United Kingdom today.

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.

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 delivery of PSHE is monitored by the PSHE subject lead and Senior Leaders through:

- Learning walks
- Pupil and staff interviews
- Professional Development Meetings

This policy will be reviewed by the head teacher and governing body every 3 years. At every review, the policy will be approved by [the governing body].

6. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Behaviour
- SEND

Key Stage 1 PSHE Association Curriculum

	Pupils should have the opportunity to learn:
Health and Wellbeing	<ul style="list-style-type: none"> • what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring 10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • that household products, including medicines, can be harmful if not used properly • rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)) • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
Relationships	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise how their behaviour affects other people • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

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	<ul style="list-style-type: none"> • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
Living in the Wider World	<ul style="list-style-type: none"> • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

PSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 6</i>)
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of

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<p>Year 6</p>	<p>Images in the media and reality; how this can affect how people feel; risks and effects of drugs</p>	<p>Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents</p>	<p>Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice</p>	<p>Confidentiality and when to break a confidence; managing dares</p>	<p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>	<p>Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying</p>	<p>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p>	<p>How resources are allocated; effect of this on individuals; communities and environment</p>	<p>Enterprise; setting up an enterprise (<i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i>)</p>
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