



Barmby Moor and Garton on the Wolds CE Primary School Relationships Personal, Social and Health Education Policy

PSHE Policy

Date	Review Date	
October 2019	August 2020	

Introduction

At Barmby Moor and Garton on the Wolds CE Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. 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. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE education helps to give children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. PSHE/RSE helps to develop responsible citizens of the future. Over time it accumulates knowledge, behaviours and skills that a person can tap into to demonstrate their cultural competence. The focus is how children learn skills and realise talents, develop character and resilience, and learn about British Values, Christian Values, Diversity and Mental Health & Wellbeing, developing pupils' 'cultural capital'.

PSHE Curriculum Intent, Implementation and Impact Overview

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Both schools have identified key intentions that drive our PSHE curriculum. At Barmby Moor and Garton on the Wolds CE Primary School our PSHE curriculum intentions are:

Intent	Research link	Implementation	Impact
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Barmby Moor and Garton on the Wolds CE Primary School Relationships

Personal, Social and Health Education Policy

Intention 1: To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and	PSHE Association evaluated research 'A case for PSHE' indicates that PSHE when taught well - helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. . PSHE Association evaluated research 'PSHE, Academic Attainment and Employability' indicates that growing evidence to suggest that the skills and attributes acquired through PSHE education have a significant impact on	• Clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, Cultural Capital, SMSC and schools Key skills into the curriculum. <i>Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum.</i> • PSHE Focused Working Walls	• Children will know more and remember more about PSHE. • Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. • Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
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understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.	pupils' academic achievement, employability and future life chances.	<i>PSHE Working Walls throughout school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, BV and SMSC, which enables pupils to make links across the wider curriculum.</i> • Wider Curriculum <i>All subjects make a link to PSHE, CV,BV, SMSC and the language is used consistently by all staff.</i> • Displays across school <i>PSHE, CV, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.</i> • Collective Worship <i>Whole school, Key Stage and class assemblies always make a link to PSHE, Christian Values, British Values and SMSC.</i>	• The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.
Intention 2: To build a PSHE curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives. To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.	PSHE Association evaluated research 'Effective Prevent education' in partnership with Child Exploitation and Online Protection Centre (CEOP), outlines 11 key principles of effective practice in prevention education and the positive impact of these being addressed in school.	• Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019) <i>The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more.</i> • RSE programme of work is explicitly resourced. <i>Children will become more aware of RSE and know the purpose of it.</i> • Parent Consultation <i>Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support / clarification will be given if required.</i>	• Children will develop positive and healthy relationship with their peers both now and in the future. • Children will understand the physical aspects involved in RSE at an age appropriate level. • Children will have respect for themselves and others. • Children will have positive body images.

Teaching and Learning of PSHE

The Teaching of PSHE.

PSHE is taught weekly through whole class teaching and Collective Worship. We use a range of teaching and learning styles, including activities such as discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. fundraising and planning of school events.

At Barmby Moor and Garton on the Wolds CE Primary School, children are provided with frequent opportunities to have their voice heard and because of this, they play an active part in school life. Children are able to express their opinions and views through a variety of mediums including suggestion boxes located in each classroom, questionnaires, school council discussions, various elections and comments on various correspondence throughout the year e.g. reports, SEND support profiles, disadvantaged pupil passports, focused reviews, annual questionnaires, work and homework. Children have the opportunities to meet and work with members of the community, such as health workers, speech and language specialists, behaviour advisors, ELSA supervisor, firefighters, police, and representatives from the local church and community.

Teaching PSHE within the curriculum.

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education.”

(Department for Education, 11 September 2013)

At Barmby Moor and Garton on the Wolds CE Primary School, we teach PSHE in a variety of ways. This includes whole class weekly sessions, whole school assemblies, and through interventions such as a Nurture Group and 1-1 ELSA sessions, the focus is to teach skills and knowledge to enable children to interact and communicate appropriately, support self-esteem, self-confidence and appropriate behaviour. We have developed a bespoke PSHE curriculum, which meets the current needs of children at our school. In developing this curriculum, we have utilised components of published PSHE materials including PSHE Association resources, Stonewall, Valuing all God’s Children and 3D PSHE curriculum.

We recognise that Circle Time is a very useful teaching model for many of the aspects of PSHE and have allocated time for training teachers and support staff in the skills of circle time.

We also develop PSHE through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential trips to our older children, where there is a particular focus on developing pupils’ self-esteem, self-confidence, self-belief and giving them opportunities to develop leadership and co-operation skills through team building, as we want all children at both schools to aim high to achieve their maximum potential.

PSHE Scheme of Work and Resources

The PSHE SOW has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates RSE and identifies links to British Values, SMSC and Christian Values.

Time Allocation

PSHE is timetabled for a minimum of 30 minutes each week. In addition, staff will aim to set aside time in class to discuss matters arising from school council meetings or other arising issues, which require addressing.

RSE (Please see RSE Policy September 2019)

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2019) and has also decided to include additional sex education lessons within the RSE Scheme of Work in order to address the future needs of our children. Please see the schools RSE Policy and relating Scheme of Work for further information.

Equal Opportunities

PSHE follows the schools Equality Policy.

Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE and to ensure that children know more, remember more and understand more about PSHE related

issues.

- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending regular courses to keep knowledge up to date and feedback to staff upon return.

October 2019

APPENDIX 1

PSHE and RSE Long Term Plan

Barmby Moor and Garton on the Wolds CE Primary School
PSHE Long Term Plan – 3D PSHE AND RSE – updated to include RSE
ACCESS TO ALL LESSON PLANS ON LINE www.dimensionscurriculum.co.uk

Key Stage 1

RSE

Autumn 1 Year A	Autumn 2 Year A	Spring 1 Year A	Spring 2 Year A	Summer 1 Year A	Summer 2 Year A
Health and Well-Being Core 1	Health & Well Being & Anti-Bullying	Health and Well- Being	Relationships Core 2	Living in the Wider World Core 3	Living Wider World
Unit 1 – Healthy Lifestyles Healthy Eating Lesson 1 – 3 Unit 2 – Hygiene Dental Hygiene 1 & 2, Washing hands Lesson 1-3	Health & Well Being Unit 3 Changing and Growing Lesson 1 – 3 – Similarities & Differences, Human Body, Growing up Unit 2 Bullying, Lessons 4 – 5 Behaviour 2 & 3	Unit 4 – Emotions Lesson 1 & 3 – Happiness, Anger, Love Unit 5 – Keeping Safe Lesson 1 – 3 – Sun Safety, Road Safety, Drug safety.	Unit 1: - Communication Lesson 1 – 3 Feelings, Responses, Opinions Unit 3 – Fairness Lessons 1 – 3, Fair and unfair, comparisons, behaviour Unit 4 – Family and Friends Lesson 1 – 2 Friendship 1 & 2	Unit 1: Rules and Responsibilities Lesson 1 – 3 Rules/Expectations 1 & 2 Taking Turns Unit 2 – Communities Lessons 1 – 3 Our School, Belonging 1 & 2	Unit 3: Money & Finance Lesson 1 – 3 Money 1, 2, 3
Autumn 1 Year B	Autumn 2 Year B	Autumn 2 Year B	Spring 2 Year B	Summer 1 Year B	Summer 2 Year B
Health and Well-Being	Anti-Bullying	Health and Well- Being	Relationships	Living in the Wider World	Living Wider World
Unit 1 - Healthy Lifestyles Physical Activity Lessons 4 - 6 Unit 2 - Hygiene Washing hands, keeping clean, skin Lessons 4 - 6	Health & Well Being Unit 3 Changing and Growing Lesson 4 – 6 – Changing Needs, Responsibility, Emotions Unit 2 Bullying Lesson 1 – 3 Definition, Unkindness, Behaviour 1	Unit 4 – Emotions, Lessons 4 – 6 Sadness, consequences, aspirations Unit 5 – Keeping Safe Lessons 4 – 7 Personal Safety, Emotional Safety, Internet Safety, Staying Safe	Unit 1 – Communication Lesson 4 – 7 Co-operation 1, Co- operation 2, Co-operation 3, Good Manners Unit 3 – Fairness Lesson 4 – 6, Right and Wrong, Teasing, Kindness Unit 4 – Family and Friends Lessons 3 – 6, Friendship 3 & 4, Family 1 & 2	Unit 1: Rules and Responsibilities Lesson 4 – 6 Lending/Borrowing, Sharing, Caring Unit 2 – Communities Lessons 4 - 5 Local Citizenship 1 & 2	Unit 3: Money & Finance Lessons 4 – 6 Money 4, Choices, Enterprise
			NSPCC - PANTS		

RSE

Lower KS 2

Autumn 1 Year A	Autumn 2 Year A	Spring 1 Year A	Spring 2 Year A	Summer 1 Year A	Summer 2 Year A
Health and Well-Being Core 1	Health and Well-Being Anti-Bullying	Health and Well-Being	Relationships Core 2	Living in the Wider World Core 3	Living Wider World
Unit 1 – Physical, Emotional and Mental Lesson 1 – 3: PEM 1,2,3 Unit 3 – Nutrition and Food Lessons 1 – 2 A balanced Diet 1 & 2 Unit 4 – Aspirations Lessons 1 & 2, Identified Strength 1 & 2	Unit 5 Emotions Lessons 1 – 3, Loss/Separations 1,2 & 3 Unit 6 – Safety Lessons 1 – 4, E-Safety, Online privacy 1, 2 & 3 (Relationships) Unit 3 – Bullying Lesson 1 – 2 Reactions, Self-Worth	Unit 7 – Growing and changing Lessons 1 - Before Puberty Unit 8 – First Aid Lesson 1 & 2 How to help Emergency calls 1	Unit 1: - Communication Lesson 1 – 2 Clear Messages, How to listen Unit 2: Collaboration Lesson 1-2, Working together 1 & 2 Unit 4 – Similarities and Differences Lesson 1 – 2, Connections, Family Links Unit 5 – Healthy Relationships Lessons 1 – 2, Friendship 1 & 2	Unit 1: Rules and Responsibilities Lesson 1 – 2, Rules, Thinking ahead Unit 2: Collaboration Lesson 1 – 2, Different Communities, School Communities	Unit 4: Economic Awareness Lesson 1 – Money Choices Enterprise Week
Autumn 1 Year B	Autumn 2 Year B	Spring 1 Year B	Spring 2 Year B	Summer 1 Year B	Summer 2 Year B
Health and Well-Being	Anti-Bullying	Health and Well-Being	Relationships	Living in the Wider World	Living Wider World
Unit 2: Healthy Lifestyles Lessons 1 – 4, A balanced approach, physical exercise, lifestyle choices, sleep Unit 3 – Nutrition and Food Lessons 4 Working with Food 1 & 2 Unit 4 – Aspirations Lessons 3 & 4, Setting Goals 1 & 2	Unit 5 Emotions Lessons 4-6, Family Changes, Feelings, Self-Respect Unit 6 – Safety Lessons 5-6, Internet Use 1 & 2 Unit 3 (Relationships)– Bullying Lesson 3 – 4, Persistence & resilience, Negative Persistence	Unit 7 – Growing and changing Lessons 2 – Visible Changes Unit 8 – First Aid Lesson 3 How to help Emergency calls 2	Unit 1: - Communication Lesson 3 – 4, Responding to others, Expressing Opinions Unit 2: Collaboration Lesson 3, Shared Goals Unit 4 – Similarities and Differences Lesson 3 – 4, Religious Views 1 & 2 Unit 5 – Healthy Relationships Lessons 3-4, Friendship 3 & 4	Unit 1: Rules and Responsibilities Lesson 3, Taking the lead Unit 3 - Discrimination: Lesson 1, Gender Stereotypes	Unit 4: Economic Awareness Lesson 2 – Managing Money Choices Enterprise Week
			NSPCC - PANTS		

Upper KS 2

Autumn 1 Year A	Autumn 2 Year A	Spring 1 Year A	Spring 2 Year A	Summer 1 Year A	Summer 2 Year A
Health and Well-Being Core 1	Health and Well-Being Anti-Bullying	Relationships Core 2	Living in the Wider World Core 3	Living in the Wider World Core 4	Living in the Wider World
Unit 1: Health Lesson 1 –3, Physical, Emotional and Mental 1 & 2, Healthy Lifestyles Unit 3 – Aspirations Lessons 1 – 2, Identified strengths 1 & 2	Unit 4: Emotions, Lesson 1 – Death & Grief 1 Unit 5: Safety Lesson 1 -3, Drugs, Alcohol, Tobacco Anti-Bullying resources All together resource pack https://schoolbeat.cymru/uploads/media/	Unit 1 – Communication 1 – 3, Confidentiality, Listening, Responding Unit 3 – Similarities and Differences, Lessons 1 – 4, Race & Ethnicity, Gender Stereotypes, Culture	Unit 1 – Rules and Responsibilities Lesson 1 – 3, Structure, law and order, U.N. Rights Unit 2 – Diversity – lesson 1 Community Event	Unit 3 – Economic Awareness, lesson 1 – 2, Budgeting, consumer sense 1 & 2	Unit 4 – Enterprise, Lesson 1 & 2 Generating Income, Raising Money
Autumn 1 Year B	Autumn 2 Year B	Spring 1 Year B	Spring 2 Year B	Summer 1 Year B	Summer 2 Year B
Health and Well-Being	Anti-Bullying	Relationships	Living in the Wider World	Living in the Wider World	Living Wider World
Unit 1: 4 – 6, Physical Illness, Healthy Minds, Immunisation Unit 2 – Nutrition & Hygiene Lesson 1 – 3, Food choices 1 & 2, Cooking Unit 3 – Aspirations Lessons 3 - 4, Setting Goals 1 & 2	Unit 4: Emotions, Lesson 2 – 3, Death & Grief 2, Managing Conflict Unit 5: Safety Lesson 4-6, Substance abuse, basic first aid, Internet Safety Anti-Bullying Alliance Website Planning Pack	Unit 2 – Collaboration Lesson 1 – 3, Teamwork, Shared Goals, Community Spirit Unit 4 – Healthy Relationships Lesson 1 – 5, Physical contact, support and care, marriage mental well-being, online relationships	Unit 1 – Rights and Responsibilities Lesson 1 – 3, Structure, law and order, U.N. Rights Unit 2 – Diversity – lesson 1 Community Event	Unit 3 – Economic Awareness, lesson 1 – 2, Budgeting, consumer sense 1 & 2	Unit 4 – Enterprise, Lesson 1 & 2 Generating Income, Raising Money
			NSPCC - PANTS		

EYFS

Autumn 1 Year A	Autumn 2 Year A	Spring 1 Year A	Spring 2 Year A	Summer 1 Year A	Summer 2 Year A
Managing Feelings/ Behaviours	Managing Feelings/ Behaviours	Managing Feelings/ Behaviours	Managing Feelings/ Behaviours	Managing Feelings/ Behaviours	Managing Feelings/ Behaviours
Introduction to character profiles Lesson 1 - 4	Lesson 5 - 8	Lesson 9 - 12	Lesson 13 - 16	Lesson 17 - 20	Lesson 21 - 25
Story books to go with the lessons	Story books to go with the lessons	Story books to go with the lessons	Story books to go with the lessons	Story books to go with the lessons	Story books to go with the lessons