

## **PSHE Policy**

### **Intent**

PSHE stands for Personal, Social, Health and Economic Education. The DFE states it is an important and necessary part of all pupils' education (Sept 2013)

PSHE is currently a non-statutory subject. However, section 2.5 of the national curriculum states that all state schools should make provision for PSHE.' Although not all aspects of PSHE are statutory, from September 2020 Relationships and Health education are.

The PSHE association states, 'PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the academies Act 2010 to provide a balanced and broadly based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour welfare and safeguarding.'

At Paulton Junior School this means that all our pupils are encouraged to take part in a wide range of activities and experiences across the curriculum as well as being encouraged to participate in extra-curricular activities. Developing skills such as resilience, self-esteem, risk management, teamwork and critical thinking in the context of learning grouped into three key themes. As a result, they are contributing fully to the life of our school and local communities.

By the age of 11 pupils will have learned the statutory content for Relationships and Health Education. (Further guidance on these aspects can be found in our RSE policy.)

At Paulton Junior School we aim for pupils to:-

- Develop confidence and responsibility and make the most of their abilities.
- Prepare for life as an active citizen.
- Develop a healthy and safe lifestyle.
- Develop good relationships and respect the differences between people.
- Develop positive British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

This is done through opportunities to:-

- Take responsibility
- Feel positive
- Participate
- Make real choices
- Meet and talk to a variety of people
- Develop relationships through work and play
- Consider social and moral dilemmas
- Find information and advice.
- Prepare for change.

We aim to prepare them for life at secondary school and beyond.

### **Implementation**

We follow the sequence of the TWINKL life scheme, which provides a comprehensive PSHE education curriculum, spanning all year groups. This scheme is fully in line with the learning outcomes and themes outlined in the PSHE Association programme of study, building around three core themes.

- Health and Well being
- Relationships
- Living in the wider world

Which includes British values of democracy, individual liberty, rule of law, respect and tolerance as well as where to seek help and advice.

We do this in four distinct ways: -

### **1.The PSHE lesson.**

Every class has at least 40 minutes per week dedicated to PSHE with their class teacher. This may include Circle Times, or issues related to the news or delivery of a particular topic. A class teacher may decide to break this lesson up over the week into three 20-minute slots or teach for a larger amount of time depending on the topic.

### **2.Forest School**

Every class has access to a fortnightly Forest School session. This addresses many aspects of PSHE particularly in developing respect for the environment, safety, values and social skills which are embedded through this experiential learning.

### **3.The generic school ethos**

We believe that many of the skills and attitudes that we wish to develop through PSHE and C are taught and demonstrated throughout the day at Paulton Junior School. Pupils will have the opportunities to develop their understanding of these issues through: -

- School ethos including; Values, behaviour and expectations
- School Assemblies, which are based around SEAL themes.
- School trips and Camps
- Developing skills i.e. visit in Year 6 to the Life Skills Centre and Bikeability
- Access to a broad range of extra-curricular clubs and activities
- Classroom and playground rules
- The 5R's for learning
- Volunteer work and charity fundraising.
- School roles and responsibilities including; School Council, Eco Committee and House Captains.
- Visits from local Ministers relating to religious education and other guests.

### **4.Cross-curricular links**

Many aspects of PSHE are also taught or revisited in other subjects such as Geography, RE and Science; where appropriate this is made explicit throughout Curriculum plans.

### **Key principles of PSHE (Adapted from the PSHE Association 2017)**

- Designed and delivered by teachers to meet their pupils' and community's needs in line with the ethos of the school.
- Taught by teachers who have had training in the subject.
- Informed by a range of best practice models.

- Taught in regular timetabled lessons: providing an opportunity for developmental learning, with clear cross-curricular links made with other subjects as part of a curriculum planned by the school.
- PSHE and C education should be balanced, factually accurate, always cover the law and a range of views and beliefs on a given issue, while being appropriate to the age and maturity of the pupils and respectful of their religious and cultural backgrounds.
- Focus on the key skills and characteristics they want pupils to develop.

**Impact**

Regular consultation with all stakeholders informs the development of this subject. Children record work in PSHE books and take part in pupil voice/self-reflection surveys. This policy will be reviewed annually to assess its effectiveness – the policy will be promoted and implemented throughout the school community. Please also see the Policies relating to Circle Time, Relationships and Sex education, Drugs, Outdoor Learning and Forest School and Positive Mental Health and Well-being for more detailed information on these areas of the PSHE coverage.

Written June 2016

Reviewed September 2018      Next Review September 2021

Signed .....PSHE and C coordinator

Signed .....Headteacher

Signed .....Chair of Governors

**PSHE Long term Curriculum coverage Overview all year groups**  
**Curriculum 2020**

Year 3	Year 4	Year 5	Year 6
<p><b>TEAM (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. A new start(H6,H8)</li> <li>2. together everyone achieves (R7,R11)</li> <li>3. working together (R7,R11)</li> <li>4. being considerate (R1,R12)</li> <li>5. when things go wrong (R7,R12,L8)</li> <li>6. making it right (R7,R11,L7)</li> </ol>	<p><b>VIPs (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. Making friends (R1,R7)</li> <li>2. Staying friends (R2,R4,R7)</li> <li>3. This is a good friend (R3,R4)</li> <li>4. Falling out (R12,L8)</li> <li>5. Bullying (R14,R18,L6)</li> <li>6. Anti-bullying (R14,R18,L6)</li> </ol>	<p><b>TEAM (relationships)</b></p> <ol style="list-style-type: none"> <li>1. Together everyone achieves (R7,R11,L2)</li> <li>2. Communicate (R1,R7,R10,R11)</li> <li>3. Collaborate (H12, R7)</li> <li>4. Compromise (H13,H14,R12,L8,Cc)</li> <li>5. Care (H8, R10,R12)</li> <li>6. Shared responsibilities (L7)</li> </ol>	<p><b>VIPs (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. Family and friends (R2, R4, R7)</li> <li>2. Think before you act (R1, R7)</li> <li>3. Its ok to disagree (R10, R12, L8)</li> <li>4. You decide (H13, H14)</li> <li>5. Secrets (R3, R9)</li> <li>6. False friends (R3, R4)</li> </ol>
<p><b>Aiming high (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. Achievements (H5, Cc)</li> <li>2. Goals (H5, Cc)</li> <li>3. Always learning (H5,Cc)</li> <li>4. Jobs and skills (Cc)</li> <li>5. No limit (R16, Cc)</li> <li>6. When I grow up (H5, Cc)</li> </ol>	<p><b>Think positive (health and well being)</b></p> <ol style="list-style-type: none"> <li>1. Happy minds happy people (H1,H6)</li> <li>2. Thoughts and feelings (H1,H6)</li> <li>3. Changes (H6,H8)</li> <li>4. Keep calm and relax (H7, H18)</li> <li>5. You're the boss (H1, H7)</li> <li>6. Always learning (H2,H5, Cc) <b>Safety</b></li> </ol>	<p><b>Aiming high (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. You can do anything (H5,Cc)</li> <li>2. Breaking down barriers (H5, Cc)</li> <li>3. Future focus (Cc, Cc)</li> <li>4. Equal opportunities (R16, Cc, Cc)</li> <li>5. Innovation and enterprise (R11,L16, Cc)</li> </ol> <p>Onwards and upwards. (H5, Cc)</p>	<ol style="list-style-type: none"> <li>1. Think positive (Health and well being)</li> <li>2. The cognitive triangle (H1, H6)</li> <li>3. Thoughts are not facts (H1,H6)</li> <li>4. Face your feelings (H1, H7)</li> <li>5. Choices and consequences (H1, H2, H7, R7)</li> <li>6. Being present (H1, H7)</li> <li>7. Yes I can (H1, Cc)</li> </ol>
<p><b>Be yourself (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. Pride (H5, H6)</li> <li>2. Feelings (H1,H6,H8, R1)</li> <li>3. Express yourself (H6, H7) (H13,H14,R15)</li> <li>5. Media wise (H4, R16, L17)</li> <li>6. Making it right (H5, R7, Cc)</li> </ol>	<p><b>Safety first (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. Responsibilities (H11,H23)</li> <li>2. Risks dangers hazards (H9,H10,H14, H21)</li> <li>3. Under pressure (H13, H14, R15 Cg)</li> <li>4. Road safety (H9, H21)</li> <li>5. Dangerous substances (H14,H17)</li> <li>6. Stay safe online (H22, H24, H25, R18, R21, L18)</li> </ol>	<p><b>Be yourself (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. You are unique (H4, H7)</li> <li>2. Let it out (H6, H7, R2)</li> <li>3. Uncomfortable feelings (H6, R12)</li> <li>4. The confidence trick (H6, Cc)</li> <li>5. Do the right thing (H2, R3,R15)</li> </ol> <p>Making amends (H4, Cc)</p>	<p><b>Safety first (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. You are responsible (H9, H11)</li> <li>2. What are the risks (H9, H10, H11, H21, R13)</li> <li>3. Making your mind up (H10, H13, R15)</li> <li>4. In an emergency (H15, H21, H23)</li> <li>5. Keep it safe (H22, H 24, H25, R21)</li> </ol> <p>Click safe click happy (H14, H22, H25, R18)</p>
<p><b>Its my body (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. My body my choice (H20, R3,R8,R9)</li> <li>2. Fit as a fiddle (H2,H3, Cg)</li> <li>3. Good night good day (H1, H7)</li> <li>4. Cough splutter sneeze (H1, H12)</li> <li>5. Drugs-healing or harmful (H10,H11,H17)</li> </ol> <p>Choices everywhere (H2, H16)</p>	<p><b>Respecting rights (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Rights (L3,L4)</li> <li>2. Are all rights equal (L1,L3)</li> <li>3. Rules (L2)</li> <li>4. Rights with responsibilities (L3, L4)</li> <li>5. Respect (R10,L6)</li> <li>6. Are we so different? (R13, R16)</li> </ol>	<p><b>Its my body (Health and well being)</b></p> <ol style="list-style-type: none"> <li>1. Your body is your own (H2, H20, R3, R8, R9, R21)</li> <li>2. Sleep well be well (H1,H2)</li> <li>3. Taking care of our changing bodies (H1,H2)</li> <li>4. Harmful substances (H16,H17)</li> <li>5. How we think and feel about our bodies (H4,R16, L17)</li> <li>6. Healthy choices. (H1,H2,H3,L17)</li> </ol>	<p><b>Respecting rights (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Know your rights (L1, L3, L4)</li> <li>2. Do rights apply to everyone? (L3, L5)</li> <li>3. Are everyone's rights met? (R6, R20, L4, L5, L12)</li> <li>4. Are you rights respecting? (R14, L2, L6)</li> <li>5. Do human rights change? (R14, L2, L6)</li> <li>6. Human rights heroes. (R14, L1, L2, L6, L10)</li> </ol>
<p><b>Britain (living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Living in Britain (L11)</li> <li>2. Democracy (L3)</li> <li>3. Rules laws and responsibility (L2)</li> <li>4. Liberty (L3,L4)</li> <li>5. Tolerance and respect (R13,L11)</li> <li>6. What does it mean to be British (L1,L12)</li> </ol>	<p><b>Growing up (Relationships)</b></p> <ol style="list-style-type: none"> <li>1. Human reproduction (H19)</li> <li>2. Changes in boys (H18)</li> <li>3. Changes in girls (H18)</li> <li>4. Changes in emotions (H7, H18)</li> <li>5. Relationships and families (R5, R17, R19)</li> <li>6. Where do I come from? (H19)</li> </ol>	<p><b>Britain (living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Identities (L3,L11)</li> <li>2. communities (H8, L7, L9, L11)</li> <li>3. respecting the law (H14, L2, L6, Cg)</li> <li>4. local government (L3, Cg)</li> <li>5. national government (H14, L3, Cg)</li> <li>6. making a difference (L9, L10, L12)</li> </ol>	<p><b>Growing up (Relationships)</b></p> <ol style="list-style-type: none"> <li>6. Changing bodies (H18, H20)</li> <li>7. Emotional changes (H18)</li> <li>8. Just the way you are (H4, R16, L17, L18)</li> <li>9. Relationships (R5, R6, R17, R19, R20)</li> <li>10. Let's talk about sex (H12, H19, R8)</li> <li>11. Human reproduction (H19)</li> </ol>
<p><b>Money matters (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Where does money come from (L13)</li> <li>2. Ways to pay (L13,L15)</li> <li>3. Lending and borrowing (L13, L14,L15)</li> <li>4. Priorities (L13, L15)</li> <li>5. Advertising (L13, L15, L17)</li> <li>6. Keeping track (L13, L15)</li> </ol>	<p><b>One world (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Chiwa and kwende (R13, L12)</li> <li>2. Chiwas dilemma 1 (R16, L1,L3)</li> <li>3. Chiwas dilemma 2 (L1, L3, L12)</li> <li>4. Chiwa's sugar (L12, L15)</li> <li>5. Chiwa's world (L7, L15)</li> <li>6. Charity for Chiwa (L7, L10)</li> </ol>	<p><b>Money matters (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Look after it (L13, L15)</li> <li>2. Critical consumers (L13, L15)</li> <li>3. Value for money (L13, L15)</li> <li>4. Budgeting. (L13, L15)</li> <li>5. Borrowing and saving (L13, L14, L15)</li> <li>6. Money in the wider world. (L14, L15)</li> </ol>	<p><b>One world (Living in the wider world)</b></p> <ol style="list-style-type: none"> <li>1. Global citizens (L3, L7)</li> <li>2. Global warming (L7,L15)</li> <li>3. Energy (L7,L15)</li> <li>4. Water (L7,L15)</li> <li>5. Biodiversity (L7,L15)</li> <li>6. In our hands (L7,L15)</li> </ol>