



### **AIMS AND OBJECTIVES**

Personal, social and health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy life style;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.
- Understand the school and British values.

### **TEACHING AND LEARNING STYLE**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **PSHE AND CITIZENSHIP CURRICULUM PLANNING**

We teach PSHE and citizenship in variety of ways, as a discrete subject or as an ongoing theme. We follow CORAM Life Education SCARF planning. The class teachers use the online resources to aid their planning.

The SCARF programme divides the year into 6 themed units which provide a complete PSHE and wellbeing curriculum. They are:

### **Being My Best**

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

### **Rights and Responsibilities**

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

### **Me and My Relationships**

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

### **Valuing Difference**

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

### **Keeping Myself Safe**

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

### **Growing and Changing**

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about the local environment issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is an overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is particular focus on developing pupil's self-esteem and giving them opportunities to develop leadership and co-operative skills.

## **FOUNDATION STAGE**

We teach PSHE and citizenship in our Reception class as an integral part of the theme work covered during the year. We also use the SCARF scheme of work to support the children's learning. As the Reception class is part of the Foundation Stage Curriculum, we relate PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). The teaching of PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

### **TEACHING PSHE TO CHILDREN WITH SPECIAL NEEDS**

We teach PSHE to all children, regardless of their ability. PSHE forms a part of the school curriculum policy to provide a broad and balanced education to all children. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in the Individual Education Plans (IEPs).

### **RESOURCES**

We keep resources for PSHE and citizenship in a central store in the reprographics room. We have additional resources in the library and a selection of reference materials for teaching sensitive issues. All Class teachers have access to the relevant SCARF resources for their year group. Additional whole school resources and posters are in the KS2 shared area.

### **MONITORING AND REVIEW**

The subject leader supports colleagues in the teaching PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

### **EQUAL OPPORTUNITIES**

The school community will ensure that all children have access to the breadth of the PSHE curriculum.

### **ROLE OF THE GOVERNING BODY**

The Governing Body, in particular the Governor with devolved responsibility for PSHE will:

- Monitor the school's policy and provision of PSHE
- Liaise with the PSHE leader

**Owning Committee: Curriculum and Standards**

**Last Reviewed: April 2021**

**Next Reviewed: April 2023**

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

