



## EVERY CHILD MATTERS ACADEMY TRUST WELLGATE PRIMARY SCHOOL

*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

### **1 Introduction**

Our Personal, Social, Health, Economic education (PSHEe) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, healthy, responsible citizens.

At Wellgate, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Our PSHEe curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, social, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.
- Provides the children with the necessary knowledge of how to seek help and support when faced with any challenges.
- Prepares children to understand and respect our common humanity; diversity and differences to allow them to go onto form effective, fulfilling and healthy relationships.

### **2 Roles and Responsibilities.**

The PSHEe Co-ordinator is Parisa Nowshirvani

The named governor for PSHEe is Rachel Galloway



### 3 Aims and Objectives

**For children to:**

#### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

#### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and ask for help.
- Know how to respect equality and diversity in relationships.

#### **Living in the Wider World**

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

### 4 Equal opportunities (Entitlement.)

In PSHEe, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all.



## 5 Curriculum

### **PSHEe is delivered within a whole school approach which includes:**

- Dedicated curriculum time
- Teaching PSHEe through and in other subjects/curriculum areas
- Circle Time
- Thrive Time
- Assemblies
- PSHE activities and school events e.g. Careers Week, Fundraising events
- Pastoral care and guidance
- Visiting speakers

All teachers across the key stages will be involved in the teaching of PSHEe. PSHEe is an integral and continuous aspect of all school experiences both inside and outside.

As a school, we use a progressive knowledge curriculum from the Early Years Foundation Stage to Year Six. A degree of flexibility will be kept so that issues of the moment can be dealt with. Years One to Six participate in planned Drug & Alcohol lessons taught through a separate scheme of work. Sex and Relationships education learning begins in EYFS where they learn about different families in society. This scheme then progresses from Year One to Year Six (see below.)

A variety of teaching styles are used to teach PSHEe linked to the key stage development or cultural diversity of the individual pupil. Circle time is a key approach used and we ensure strong links to the 'Five Rs' and Expectation Ladder.

### **Drugs & Alcohol Progression**

Year 1	Medicines and people who help us- staying healthy/medicines/who gives us medicine?
Year 2	Keeping safe- taking risks/hazardous substances (cleaning fluid, bleach) /safety rules
Year 3	Smoking-Why people smoke/physical effects of smoking/smoking and society
Year 4	Alcohol-Effects of alcohol/alcohol and risk/limits to drinking alcohol.
Year 5	Legal and illegal drugs (tobacco, alcohol, volatile substances, cannabis, cocaine, heroin, ecstasy) /attitudes to drugs/peer pressure
Year 6	Preventing early use-cannabis/volatile substance abuse and getting help/help advice and support.



## Sex & Relationships Education – (Currently under review reflecting the statutory guidance for 2020)

Foundation 2	<b>Our Lives</b> – Different families
Year 1	<b>Growing and Caring for Ourselves</b> - Basic hygiene/How we have changed from being a baby
Year 2	<b>Differences</b> – Differences between boys and girls/Naming body parts
Year 3	<b>Valuing difference and keeping safe</b> – Differences between male and female/Naming body parts/Good touch, bad touch/Different types of families/How to seek support
Year 4	<b>Growing Up</b> – Exploring the human lifecycle/Beginning to understand puberty/how puberty links to reproduction
Year 5	<b>Puberty</b> – Changes within puberty/Impact of puberty/Hygiene
Year 6	<b>Puberty, Relationships and Reproduction</b> – Puberty and reproduction/Physical and emotional behaviour in relationships/Conception and pregnancy/Positive and negative communication in relationships.

### Links with other policies

PSHEe is implicit in all school policies and is central to many, including policies on:

- Behaviour
- Anti-bullying
- Religious Education
- Special Needs Education
- Equal Opportunities
- Race Equality
- Health and safety
- Child Protection
- Teaching and Learning
- School Food Policy

## 6 Monitoring, assessment, evaluation and reporting to parents

In Foundation Stage, pupils are observed and assessed against the Early Learning Goals for Personal, Social and Emotional Development in the Early Years Foundation Stage Profile.

In Key Stage One and Two there are no statutory requirements for end of key stage teacher assessment in PSHEe.

Teachers assess the pupils work in PSHEe by making informal judgements as they observe them during circle time, discrete PSHEe lessons, gauged against the specific year group outcomes. We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage, as outlined by the National Curriculum Guidelines.



## **Recording**

Recording of work will be in a form appropriate to the planned focus. Evidence of PSHEe will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHEe means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

## **7 Background Information**

This policy was informed by the guidance set by the Department of Education, The National Curriculum Documents, The Five National Outcomes of Every Child Matters and The PSHE Association Toolkit.

## **8 Resources**

The Subject Co-ordinator is responsible for the upkeep, and purchasing of central resources. PSHEe is allocated an annual budget that is used to purchase any necessary equipment requested by class teachers.

## **9 Review**

This policy will be monitored and evaluated by the Subject Co-ordinators in consultation with the head teacher, all staff, pupils, parents and carers. This policy will be reviewed in September 2020.