



# Coton-in-the Elms Primary School

## Personal Social Health Economic (PSHE) Education Policy

Version	Last Review	Reviewed by	Next review	Comments
2	July 2022	H. Whitby	September 2023	References RSE policy and drugs policy
3	September 2023	H. Whitby	September 2025	Added statement about cultural sensitivity. Added in information re PSHE in the early years. Statement included about induction for new staff re PSHE teaching.

## **Policy Context**

This policy has been written in conjunction with governors, parents and members of the local community. We regularly seek the views of pupils through pupil voice opportunities. It will be reviewed every two years. This policy should be read alongside the following other linked policies: RSE, Safeguarding, Anti-bullying, Drug Awareness and Collective Worship. Cross curricular considerations are also made with the following subjects: Science, Computing, Topic and English.

## **From September 2020**

Under the 2017 Children and Social Work Act, the government has committed to compulsory 'Relationships Education' in all primary schools; compulsory 'Relationships and Sex Education (RSE)' in all secondary schools; and compulsory 'Health Education' from key stage 1–4.

The Equality Act 2010 also places duties on schools to prevent prejudiced based bullying in order to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Final statutory guidance on these aspects of PSHE was published in June 2019 and the Derbyshire County Council resource PSHE Matters, being used at Coton in the Elms C of E Primary School provides the school's Programme of Study, and goes beyond this statutory guidance. Though not yet statutory, PSHE Matters continues to cover the economic wellbeing and careers aspects of PSHE education. At Coton in the Elms Primary School, we have used this resource to map our own PSHE education curriculum in a way that reflects the needs of our pupils and communities.

## **Ofsted & Safeguarding**

Ofsted are now (2019 Framework) interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

## **Aims and Objectives**

At Coton in the Elms Primary, everything that we do and every decision that we take is driven by 5 simple words, which we hold dear:

Perseverance. Enjoyment. Awe & Wonder. Compassion. Excellence.

We 'Persevere' to offer our very best and work closely with every family

We foster a sense of 'Enjoyment' for all who is involved with our school

We provide plenty of 'Awe & Wonder' moments to make school memorable and learning exciting

We encourage and promote acts of kindness and 'Compassion'

We strive to deliver 'Excellence' in all that we do by making continual improvements and never 'standing still' for the good of all children

This policy informs these overarching aims and objectives. In order for PSHE to be truly effective, our whole school vision and ethos supports the PSHE curriculum and its principles by giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

Our PSHE programme aims to enable students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

It will also help pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We recognise that PSHE does not just exist within the curriculum. The wide range of activities and experiences that Coton school offers beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE.

### **Safe Learning Environment**

- We will create a safe and supportive learning environment by ensuring that children's genuine questions and concerns are sensitively addressed. This will be made possible through a number of ground rules being established.
- All teachers will set out clear ground rules with their class as follows:
  - We will not ask each other personal questions.
  - We have the right to 'pass' if we do not wish to comment.
  - We agree to join in and make a positive contribution.
  - We will listen to each other without interrupting.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from staff. We recognise that as a result of some lessons, pupils might develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. This will not be discouraged, however if pupils do wish to make a disclosure then they do so in a suitable, one-to-one setting. Pupils will never be encouraged to talk about sensitive personal matters in the classroom in front of peers. Staff will not promise absolute confidentiality if approached.
- This policy is informed by the school's safeguarding/child protection policy and at all times this will be adhered to. Our safeguarding procedures will be followed if disclosures are made.

- Staff have received training to deliver PSHE Matters and have learnt about the use of distancing techniques and ways to create a safe environment for PSHE learning, never to use shock tactics and to be aware of the need to develop the skills required in the activities within PSHE matters. New staff are inducted in PSHE by receiving a briefing from the PSHE leader.

### **Equality of Opportunity, statutory requirements and parental rights**

- We recognise the right for all pupils to have access to PSHE education learning which meets their needs, including those with SEND.
- We recognise the right for all parents to withdraw their children from those parts of RSE not within the statutory programmes of study (national curriculum Science, Relationships & Health education).
- We will be sensitive to different cultural and religious beliefs in the delivery of PSHE and RSE.
- We promote the needs and interests of all pupils, irrespective of [gender, culture, ability or personal circumstance] by ensuring that all children are feel valued and those who are most vulnerable are identified and supported. We recognise that the PSHE programme is just one part of what Coton school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Where possible, PSHE will be linked to other whole school approaches and pastoral support, to provide a setting where the responsible choice becomes the easy choice.
- Teaching will consider the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. We will encourage staff, families and the wider community to get involved.
- We promote diversity and inclusion and will consider all pupils' needs by offering a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator. We will provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- We expect our pupils to consider others' needs by always respecting each other's opinions and beliefs and listening without interruption to each other. We expect them to apply our school values and follow our Golden Rules of behaviour
- We will use PSHE education as a way to address diversity issues and to ensure equality for all by taking a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

## **Intended Outcomes**

Our PSHE Matters Scheme recognises the role of active engagement in learning in PSHE education. Pupils are given opportunities to consider their own values and beliefs and to respectfully listen to those of others, developing communication and interpersonal skills for life.

The learning outcomes of our programme will be that pupils:

In EYFS:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

In Key Stage 1:

Can explain what keeps them healthy.
Can make simple choices about their health and wellbeing.
Can recognise what they like and dislike.
Can set themselves simple goals.
Can express some of their positive qualities/strengths.
Can name and identify a range of feelings.
Can develop simple strategies to manage some feelings.
Can explain ways of keeping clean.
Can use skills developed to help prevent diseases spreading.
Can explain some changes that happen from young to old.
Can name main parts of the body including external genitalia.
Can talk about the harmful aspects of some household products/medicines.
Can describe ways of keeping safe in different situations.
Can explain different ways that family and friends should care for one another.

Can identify that they do not need to keep secrets and explain why and recognise what is meant by privacy for themselves and others.
Can communicate their feelings to others.
Can recognise that their behaviour can affect other people.
Can recognise the difference between secrets and nice surprises.
Can recognise what is fair and unfair.
Can begin to share their views and opinions.
Can actively listen to other people and to instructions.
Can work cooperatively with others.
Can identify the differences and similarities between people.
Can identify what makes them special.
Can recognise what kind of physical contact is acceptable/ unacceptable and how to respond appropriately.
Can recognise people's bodies and feelings can be hurt.
Can be kind to others.
Can recognise different types of bullying and why it is wrong.
Can identify who to go to if they need help with their worries.

In Key Stage 2:

Can identify what affects their physical and mental health.
Can understand what a balanced diet includes.
Can recognise what might influence our choices to have a 'balanced lifestyle.'
Can identify how images in the media don't always reflect reality.
Can identify their strengths and suggest areas for improvement.
Can name and identify a range of feelings.
Can use strategies to help manage their emotions.
Can identify positive ways to face new challenges such as transition.
Can recognise, predict and manage risks in different situations.
Can explain how their actions have consequences for themselves and others.
Can identify safety rules and where to get help.
Can identify substances/drugs that are legal/illegal and identify the risks.

Can demonstrate how we can care for one other.
Can contribute to the life of the classroom and school.
Can follow classroom and school rules.
Can demonstrate how to be responsible.
Can explain which groups they belong to, such as family and school.
Can explain how we can care for animals.
Can identify ways to respect our local environment.
Can identify where money comes from and what influences how we spend it.
Can express why they are unique.
Can explain ways in which we are the same as all other people.
Can identify what to do in an emergency.

Can identify physical/emotional changes during puberty.
Can explain what human reproduction is.
Can understand what appropriate and inappropriate touch/contact means and identify strategies required.
Can describe hazards that may exist in their environment and describe strategies to keep them safe.
Can describe strategies for keeping safe and being responsible.
Can communicate their feelings to others.
Can identify skills to maintain and form good relationships.
Can identify the difference between a healthy and an unhealthy relationship.
Can recognise different types of relationships.
Can understand that their actions affect themselves and others.
Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately.
Can recognise the risks associated with 'keeping a secret.'
Can work collaboratively and co-operatively.
Can demonstrate that they can be kind and respectful to others.
Can listen to others' points of view and respond appropriately.
Can identify strategies to resolve conflicts.
Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.'
Can identify the consequences of teasing, bullying and discrimination.
Can recognise and identify how to manage 'dares.'
Can identify how to recognise and challenge stereotypes.
Can recognise bullying in all its forms.
Can understand that forcing anyone to marry is a crime.
Can take part in a debate or topical issue and confidently share their point of view.
Can explain why rules and laws are needed in different situations.
Can identify that people have basic human rights and they are there to protect everyone.
Can identify the consequences of aggressive and harmful behaviours.
Can explain strategies for getting support for themselves or others at risk.
Can identify the different rights and responsibilities at school, home and community and the skills they need.
Can identify and demonstrate strategies to resolve differences.
Can demonstrate respect and show tolerance towards people different from themselves.
Can identify groups to which they belong.
Can understand what being part of a community means and the local and national groups that support them.
Can appreciate the range of identities in the UK.
Can describe some of the different beliefs and values in society.
Can explain how to be a critical consumer.
Can suggest ways of protecting their environment and improving their community.
Can demonstrate their enterprise skills.

## Learning and teaching

Within Early Years, PSHE is taught largely within the Personal, Social and Emotional Development Prime Area which is woven into all of the planned topics. The PSHE Matters resource will be used to support delivery of this area. PSHE is woven into the day to day life of EYFS with a dedicated circle time at least once a week. For Key Stages 1 and 2, PSHE Matters is followed, and is mapped and planned effectively to fit into termly cross curricular themes where possible. The school delivery model of PSHE Matters is two weekly 20-minute lessons per class, taught by the class teacher. The PSHE modules are constructed around 4 age groups, EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. There are 12 learning modules in all for EYFS and which are taught over a two-year rolling programme for KS1, LKS2 and UKS2.

These 12 modules are –

- 1. Drug Education** - including how to manage risk and peer influences
- 2. Exploring Emotions** - including how to recognise and manage feelings and emotions
- 3. Being Healthy** - including the importance of looking after our mental health
- 4. Growing up** - including the Sex Education element
- 5. Changes** - including how to manage loss
- 6. Bullying Matters** - including how to ask for help
- 7. Being Me** - including identity and community
- 8. Difference and Diversity** - including challenging stereotypes
- 9. Being Responsible** - including looking after the environment
- 10. Being Safe** - particularly featuring cyber, gaming and CSE
- 11. Relationships** - including what is a healthy relationship
- 12. Money Matters** - including enterprise

In order to plan and assess effectively, all staff will:

- Have the same high expectations of the quality of pupils' work in PSHE as for other curriculum areas and build on the knowledge pupils have previously acquired.
- Use a number of age related assessments in PSHE to recognise and evidence progress and attainment in knowledge, understanding and skills of the PSHE curriculum we deliver. These include, but are not limited to:
  - Use of a passport for children to self-assess and reflect
  - Use of scrapbook to gather evidence of the impact of learning on the class as a whole
  - Assessment wheels colour coded to show progress throughout the topic area.
  - Use of Diamond 9, mind maps and other pre-unit assessments to identify what students already know, enabling effective teacher planning for each unit.
  - Discussion and debate, teaching the skills required to facilitate these in early years.
  - Pupil Voice

### **Policy Availability**

Parents and carers will be informed about and have access to the policy through school website.  
If it is required in hard copy, the school office should be contacted