



Together, over time, we are proud to learn to make a difference to ourselves and others.

## CHILTERN PRIMARY SCHOOL

### PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

#### SCHOOL CONTEXT

Chiltern Primary School is situated in Duston, a suburban area of Northampton and has approximately 270 pupils on roll with an age range of 4-11. The pupils come from a range of social backgrounds, of which there is growing ethnic minority population. There are 60 staff members working at the school. Within the school there are 19% of pupils with Special Educational Needs, 20% EAL and 19% of children who are Pupil Premium.

#### DEFINITION

Personal, Social, Health and Economic Education (PSHE)

*"Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential."* (ref: PSHE Association 2020).

*"PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities."* (ref: PSHE Association 2020).

## RATIONALE

At Chiltern we believe that PSHE is important for pupils to learn about themselves as developing individuals and as members of the local community. They are encouraged to develop a sense of responsibility towards themselves and others and to make the most of their own ability.

They maintain significant and rewarding relationships based on a respect for themselves and others, at home school and the wider community.

We promote learners' emotional well-being and self-esteem through a range of experiences and visitors to support their confidence throughout their whole life.

We equip our learners with the knowledge, attitude and skills to stay healthy both physically and mentally. To ensure our learners become imaginative and informed thinkers who aspire to make a positive difference to the world.

In short, we support learners to become confident, resilient and skilled young adults preparing for life after Chiltern Primary School.

## AIMS AND OBJECTIVES

PSHE is split into 3 core themes; Health and Wellbeing, Relationships and Living In The Wider World. At Chiltern, we look at all of these themes. We aim to:

### Health and Wellbeing:

- Understand what is meant by a healthy lifestyle
- Maintain physical, mental and emotional health and wellbeing including how to manage the risks
- Find ways of keeping physically and emotionally safe
- Talk about changes including managing changes such as puberty and transition and loss
- Make informed choices about health and wellbeing and identify the different influences
- Respond to emergency situations

### Relationships:

- Develop and maintain a variety of healthy relationships
- Recognise and manage emotions within a range of relationships

- Recognise risky or negative relationships including bullying and abuse and how to respond to these
- Respect equality and diversity in relationships

#### Living In The Wider World:

- Have respect for ourselves and others
- Understand the rights and responsibilities as members of families
- Talk about different groups and communities
- Respect diversity and equality
- Learn about the importance of respecting and protecting our environment
- Find out where money comes from, how to keep it safe and manage it effectively
- Have a basic understanding of enterprise

## ORGANISATION

At Chiltern, PSHE programmes are tailored to the age and the physical and emotional maturity of the pupils.

In order to achieve the aims outlined above, a flexible approach is adapted throughout the different year groups and the teaching of PSHE.

In the Foundation stage, pupils are taught PSHE once a week linking to the current values of the school. This is encouraged through "Personal, Social and Emotional Development" (Development Matters).

KS1 and KS2 are taught PSHE once a week for 45-60minutes. They focus on the school values and the 3 core themes outlined above.

At Chiltern Primary we aim to have a whole school approach when teaching PSHE. This means that different year groups would be working on similar themes at the same time throughout the year using the PSHE Association guidelines. We do have flexibility, that teachers can change the order taught to suit the needs of the children. Our unit titles are:

	Y1, 3, 5	Y2, 4, 6
Autumn 1	Teams	VIPs
Autumn 2	It's my body	Safety First
Spring 1	Britain	Respecting Rights
Spring 2	Be Yourself	Growing up
Summer 1	Aiming High	Think Positive

Summer 2	Money Matters	One World
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## LEGAL REQUIREMENTS

All schools must teach PSHE as part of the National Curriculum. As part of the PSHE Association there are several concepts which will be developed; identity, relationships, a healthy balanced lifestyle, risk, safety, diversity, equality, rights, change, power and career (PSHE Association 2020).

Foundation Stage:

*"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life"* (ref: Development Matters. Department for Education. 2021).

Key Stage 1:

Pupils will learn about how to develop as individuals and how to maintain physical, mental and emotional health and wellbeing. Pupils will be able to describe their feelings to others and develop simple strategies for managing these. They will learn the basic skills for keeping themselves physically and emotionally safe including online safety. Pupils will be able to follow class and schools rules and how to look after the environment around them. They begin to understand about the role money plays in their live and how to keep it safe (ref: PSHE Association 2020).

Key Stage 2:

During Key Stage 2, pupils will learn how to manage risks to physical and emotional health and wellbeing. As they begin to develop into young adults, they will learn about change including puberty, transition and loss. Pupils will be taught about how to make informed choices about health and wellbeing and the different influences. Pupils will learn a large amount of keeping safe online such as recognising not all images online reality and how to use

a mobile phone responsibly. It is important for pupils to understand that there are basic human rights which are shared by all people and societies. They too learn about the role money plays in their life and to understand the initial concepts of 'interest', 'loan', 'debt' and 'tax' (ref: PSHE Association 2020). Years 5 and 6 will also cover 'FGM', 'County Lines', 'Gang Culture' and 'Knife Crime' as there is a growing concern around our local area.

There are whole school opportunities for PSHE throughout the year. This includes participating in school assemblies, visiting theatres, visiting the guildhall, a variety of school trips, before and after school clubs, involvement with outside agencies and celebration events such as Christmas, Easter and Harvest. The school also raises money for a range of charities.

## THE SCHOOL ENVIRONMENT

The physical environment, both inside and outside of the building is attractive, stimulating and well cared for. Pupils feel safe within this environment and are actively involved in the decision making, organisation and responsibility of caring for the environment. There is also a school council team who are involved in making sure of the upkeep of the environment.

Every week, there is a whole school assembly which introduces the value of the week. Each class will look at and talk about this value. Classes will develop work alongside these values and are on display on a communal board.

## ASSESSMENT, RECORDING AND REPORTING

Teacher's plan and evaluate PSHE sessions weekly and comment on any improvements required, areas which worked well and how to support children further. Parents are informed of the progress pupils make at parent consultations throughout the year as well as on their child's end of year report.

Pupil's achievements are recognised by awarding Dojo's for anything worthy or kind they do within the school day. Pupils will then receive, Bronze, Silver, Gold, Platinum and Diamond awards depending on how many Dojo's they achieve. These are presented and rewarded regularly during assembly times.

Well done cards are given to a selection of pupils every half term. The teacher will choose a handful of children who have shown kindness, improvement and commitment to their school life and learning. These well done cards are presented in assembly and then sent home to the parents.

Each class has an A3 book which has photographs, questions and pupil comments in which can be shared and accessed at all times by pupils in the class.

## EQUAL OPPORTUNITIES AND INCLUSION

All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Appropriate activities will be differentiated to facilitate this.

## LINKS TO OTHER POLICIES

This policy links to:

- Relationship and Sex Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy.

## MONITORING AND REVIEWING

The PSHE co-ordinator and Head Teacher are responsible for:

- Supporting staff in the delivery of the Relationship and Sex Education Policy.
- Monitoring that we meet our objectives as detailed in this policy through:
  - Planning
  - PSHE class book scrutinies
  - Learning Walks
  - Pupil voice
  - Staff feedback
- Gathering feedback from the School Council about their views of the policy and teaching of PSHE.
- Gathering feedback from parents and carers about their views of the policy and teaching of PSHE.

The Governors monitor and check that the school policy is upheld.

DATE OF POLICY: September 2021

REVIEW DATE: September 2023