

# PSHE Policy

*"It is vital that when educating our children's brains, we do not neglect to educate their hearts."  
-Dalai Lama*

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.

This policy outlines our school's approach to the teaching of PSHE and was produced in consultation with pupils, staff, governors and parents.

Our PSHE curriculum is delivered through three core themes as outlined in the new Programme of Study by the PSHE Association.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

In planning our curriculum, we take into account our pupils' prior learning and experiences. Our programme reflects the universal needs shared by all children as well as the specific needs of our pupils. Through teaching the PSHE core themes as outlined above, we ensure we cover all statutory Relationship Education and Health Education as outlined by the Department of Education.

## More Able Learners in PSHE

### HOW LEARNERS ARE CHALLENGED

- All children are challenged through quality first teaching within every lesson.
- They are encouraged to contribute to class discussions and show respect for the views and opinions of others.
- Through the spiral curriculum, children will revisit key ideas and continue to extend and challenge their understanding
- Children will be encouraged to 'aim high' and be the best they can be.
- Children will be exposed to a wide range of resources and will be challenged through high level questioning and vocabulary.

## Aims of the PSHE Curriculum



Y5/6 perform Romeo and Juliet for the Shakespeare Schools Festival March 2024



Y5/6 PGL Newby Wiske Hall May 2024

### What we intend to do

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being. We intend to help them form and maintain worthwhile and positive relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

They are encouraged to join either The School Council, The Tech Team or The Eco-Committee to help support the work of the school and the members of our local community.

In order to thrive and develop into adults who contribute effectively to society, pupils at Brabin's also develop their personalities and behaviour through the specific focus on our core values that enable them to reflect, learn and behave with integrity when working independently or with others. Our six core values as chosen by the children are: Kindness, Tolerance, Courage, Perseverance, Honesty and Thankfulness. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

## Non-Negotiables in PSHE

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we'll ask for help.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about anyone.

*All children will have access to...*

- A broad and balanced curriculum
- A calm, caring and supportive learning environment where pupils feel safe to contribute
- Opportunities to share their thoughts and opinions and listen to the views of others
- A range of activities that will challenge and motivate them including residential trips
- A range of visitors and visits that will help support the PSHE Curriculum
- A committee where they can be actively involved in supporting and developing the school



**Whole School Number Day – Feb 2025**  
School Council led events to raise money for NSPCC.

**Being Safe Around Dogs - Visit February 2025**



**Reception / Pre-School Terrific Teeth afternoon**



**Parliament Week 2024- Sharing Assembly**



**Y2 and Y6 Fire Safety Visit – October 2024**

**PARENTAL INVOLVEMENT**

Parents are invited to join in with events in and out of school, including special assemblies and family projects on relevant themes. Parents are regularly informed of events and developments via fortnightly newsletters. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home – school agreement. Our school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE curriculum for our children.



**Supporting Learners in PSHE**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. A number of interventions are also deployed to address individual needs. These may be delivered by the class teacher or a teaching assistant within or outside the PSHE lesson. Where needed, children may have an Individual Support Plan or Behaviour plan to target specific areas.

If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.



**Whole School First Aid Training by Panda Paramedic Feb 2024**



**Maya Ellis local MP visit Feb 2025**

**“Effective PSHE education should equip children and young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives.”**


**Sir Alastair MacDonald**

# Implementation

## What PSHE will look like

At Brabin's we believe that PSHE education should address both pupils' current experiences and prepare them for their future. We feel that Relationships Education and Health Education, although vital, don't cover all aspects of PSHE education. Therefore our content is carefully planned to cover the PSHE Association's Programmes of Study so that we can be confident we are providing a comprehensive and effective PSHE Education curriculum to meet the needs of our pupils. This Programme of Study covers three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Core Theme 3 is particularly important due to the geography and nature of our small school.

PSHE is delivered through a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended through the different Key Stages. Because we are a mixed-age school after Reception, the scheme of work is planned in two cycles. We utilise resources from the PSHE Association and those they have quality assured as well as using 1Decision materials closely matched to our objectives. We also feel it is important that the children hear the same messages from visitors into school and on visits out of school, such as Safety Town, Fire-Brigade, and the NSPCC .

		<b>BRABIN'S ENDED PRIMARY SCHOOL</b>		<b>PSHE Curriculum Overview</b>					
<b>Core Themes</b>		<b>Health and Wellbeing</b>		<b>Relationships</b>			<b>Living in the wider world</b>		
<b>Cycle A</b>									
	<b>Autumn Term</b>			<b>Spring Term</b>			<b>Summer Term</b>		
<b>Year 1/2</b>	<b>Y1 Families and Friendship</b> Roles of different people; families feelings cared for	<b>Y2 Growing and changing</b> Growing older; naming body parts	<b>Y2 Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<b>Y2 Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	<b>Y2 Media literacy and digital resilience</b> The internet in everyday life; online content and information <b>Safer Internet Day</b>	<b>Y1 Safe Relationships</b> Recognising privacy; staying safe; seeking permission	<b>Y1 Physical health and Mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety	<b>Y1 Money and work</b> Strengths and interests; jobs in the community	<b>Y1 Keeping Safe</b> How rules and age restrictions help us; keeping safe online
<b>Year 3/4</b>	<b>Y3 Families and Friendship</b> What makes a family; features of family life	<b>Y4 Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care	<b>Y4 Safe Relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online	<b>Y4 Belonging to a community</b> What makes a community; shared responsibilities	<b>Y4 Media literacy and digital resilience</b> How data is shared and used <b>Safer Internet Day</b>	<b>Y3 Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places	<b>Y4 Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively	<b>Y4 Growing and changing</b> Physical and emotional changes	<b>Y3 Money and work</b> Different jobs and skills; job stereotypes; setting personal goals
<b>Year 5/6</b>	<b>Y6 Families and Friendship</b> Attraction to others; romantic relationships; civil partnerships and marriage	<b>Y6 Safe Relationships</b> Recognising and managing pressure; consent in different situations	<b>Y4/5 Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines support with puberty	<b>Y6 Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes	<b>Y5 Media literacy and digital resilience</b> How information online is targeted; different media types; their role and impact	<b>Y5 Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination	<b>Y6 Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<b>Y6 Money and work</b> Influences and attitudes to money; money and financial risks	<b>Y5 Keeping Safe</b> Keeping safe in different situations; including responding in emergencies' first aid

**Cycle B**

	Autumn Term			Spring Term			Summer Term		
<b>Year 1/2</b>	<b>Y2 Families and Friendship</b> Making friends; feeling lonely and getting help	<b>Y2 Keeping Safe</b> Safety in different environments; risk and safety at home; emergencies	<b>Y1 Respecting ourselves and others</b> How behaviour affects others; being polite and respectful	<b>Y1 Belonging to a community</b> What rules are, caring for others' needs; looking after the environment	<b>Y1 Media literacy and digital resilience</b> Using the internet and digital devices; communicating online	<b>Y2 Safe Relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	<b>Y2 Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	<b>Y2 Money and work</b> What money is; needs and wants; looking after money	<b>Y1 Growing and Changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong
<b>Year 3/4</b>	<b>Y4 Families and Friendship</b> Positive friendships, including online	<b>Y3 Safe Relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<b>Y4 Keeping Safe</b> Medicines and household products; drugs common to everyday life	<b>Y3 Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities	<b>Y3 Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings	<b>Y3 Media literacy and digital resilience</b> How the internet used; assessing information online	<b>Y3 Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b>Y3 Growing and Changing</b> Personal strengths and achievements; managing and reframing setbacks	<b>Y4 Money and work</b> Making decisions about money; using and keeping money safe
<b>Year 5/6</b>	<b>Y5 Families and Friendship</b> Managing friendships and peer influence	<b>Y5 Safe Relationships</b> Physical contact and feeling safe	<b>Y6 Keeping Safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	<b>Y5 Belonging to a community</b> Protecting the environment; compassion towards others	<b>Y6 Media literacy and digital resilience</b> Evaluating media sources; sharing things online	<b>Y6 Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues	<b>Y5 Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<b>Y5 Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes	<b>Y5 Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing

\*Cycle B - Separate Y6 Growing and Changing unit Human reproduction and birth; increasing independence; managing transition

**Subject Organisation and Implementation at Brabin's**

The school seeks to provide a safe, secure learning environment for PSHE that enables children to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable to speak openly and honestly.

As well as the PSHE Scheme of Work, which is delivered through a weekly timetabled 1 hour session, PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue or to meet the needs of the children in the class.

Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

PSHE is also taught through themed days and weeks such as Anti-bullying week, Safer Internet Day, Parliament Week etc.

# Professional Development in PSHE

At Brabin's, we intend to keep the subject of PSHE relevant and up to date and reflective of pedagogical research. To do this, we invest in Continued Professional Development in PSHE for the subject lead and other staff when necessary.

The school has membership to the PSHE Association and Coram Life Education materials.

The PSHE subject lead attends local network meetings. All teaching staff have attended training so they are familiar with the new resources available.

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN PSHE**

	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
<b>PSHE</b>	-Explore beliefs and experience; respect faiths, feelings and values; -enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	-Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	-Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.	-Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

**CULTURAL CAPITAL**

PSHE enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. Students are provided with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. They are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

**DEVELOPING BRITISH VALUES WITHIN THE PSHE CURRICULUM**

We take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding.

We make considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Our strong rooted values-based understanding gives them an excellent platform for embracing difference.

**WELLBEING AND MENTAL HEALTH**

**At Brabin's, we recognise the importance of mental well-being as well as physical health.**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

(DfE Guidance July 2020)

**We aim to ensure, through our PSHE curriculum and school ethos, that the children realise that mental wellbeing is a normal part of daily life, in the same way as physical health. As a school we will develop in the children a varied vocabulary of words that they can use to talk about their own feelings and those of others.**

**PSHE IN THE EARLY YEARS**

**'EYFS Statutory Educational Programme: 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.'**

DfE Development Matters – Non-statutory curriculum guidance for the early years foundation stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning. It is split into the following 3 aspects.

- Self-Regulation
- Managing Self
- Building Relationships

**By the end of Reception, children at the expected level of development will:**

Self-Regulation

- Show an awareness 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.

Managing Self

- 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.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Other areas relevant to PSHE are Communication and Language and Understanding the World where children are given the opportunity to talk about the lives of people around them and their roles in society. They can also express their ideas and feelings about their experiences.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum. Teachers also use quality 1 Decision resources specially designed for Early Years.

## **ASSESSMENT**

Our teachers assess the children's work in PSHE by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. The teachers also resources from the PSHE Association and 1 Decision to set baseline and end of unit assessment tasks. This offers the children the opportunity to reflect on their own progress as well as enable teachers to make accurate judgements of their learning.

Each teacher is responsible for completing assessment tasks and tracking documents which are given to the PSHE subject leader.

We report the achievements of the children to parents each year in the end of year report.

## **MONITORING**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. This will be carried out through:

- Monitoring of planning
- Book Scrutiny
- Talking to children
- Data analysis
- Lesson Observation

## **IMPACT**

Pupils will leave Brabin's Endowed Primary School confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.