



South Molton United
Church of England
Primary School

PSHE Policy

Reviewed by Teaching & Learning Committee 29th September 2020
Next Review Autumn 2021

VISION

At South Molton United Church of England Primary School,
children have a sense of belonging in a supportive, happy environment,
where their range of talents will be nurtured,
enabling them to flourish and achieve excellence.
Every child is valued as a unique person and can develop their sense of discovery,
expectation and wonder.

We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Rationale

High quality Personal, Social, Health and Economic (PSHE) education is vital in supporting children's well being and development. Our PSHE curriculum aims to give children accurate and relevant knowledge; opportunities to turn that knowledge into personal understanding; opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content

Personal, Social, Health and Economic Education is based around 3 core themes which will repeat each year and the curriculum is progressive, relevant and age appropriate. The three core themes are Health and Wellbeing, Relationships and Living in the Wider World (Economic Wellbeing and being a responsible citizen). Through the curriculum the following overarching concepts are explored and developed:

- 1) Identity
- 2) Relationships
- 3) A healthy balanced lifestyle
- 4) Risk

- 5) Diversity and Equality
- 6) Rights, responsibilities and consent
- 7) Change and resilience
- 8) Power
- 9) Career

In addition the curriculum seeks to develop skills under the broad headings of Personal effectiveness, Interpersonal and social effectiveness and managing risk and decision making.

Our PSHE education respects and takes account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHE is taught through a progressive programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

Our PSHE education prepares pupils for both their future and their present day to day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

We use the Scarf Resources and Programme which is provided by Coram Life Education. A more detailed curriculum plan is available at <https://www.coramlifeeducation.org.uk/scarf/lesson-plans>

Essential Skills

The intra-personal skills required for self-management

- Critical, constructive self-reflection
- Learning from experience
- Setting challenging personal goals
- Making decisions
- Recognising some of the common ways our brain can "trick us" or "trap us" in unhelpful thinking

- Resilience
- Self-regulation
- Recognising and managing the need for peer approval
- Self-organisation

The inter personal skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication
- Team working
- Negotiation
- Recognising and utilising strategies for managing pressure, persuasion and coercion
- Responding to the need for positive affirmation for self and others

Skills of enquiry

- Formulating questions
- Gathering and using data
- Analysis
- Planning and deciding
- Recalling and applying knowledge creatively and in novel situations
- Drawing and defending conclusions using evidence not just assertion
- Identification, assessment and management of risk
- Evaluating social norms
- Reviewing progress against objectives

Appendix

CURRICULUM OVERVIEW

PSHE

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We use the PSHE Association scheme PSHE education Programme of study KS1 AND 2

| Year Group | Content studied | Key Skills and Understanding Progression |
|----------------|---|--|
| EYFS Reception | Ourselves Understanding emotions Healthy eating Staying Safe People who can help us | Understanding characteristics What are emotions? How do we feel when we experience different emotions? What is a healthy balanced diet? The importance of exercise How we can keep ourselves safe? - Basic road safety, safely using simple tools, assessing risk, making choices, personal hygiene. The emergency services and different people that help us such as doctors, dentists and vets. |
| KS1 1/2 | Health and Wellbeing | What is and how to maintain a healthy lifestyle. Likes and dislikes, choices and consequences, improving physical, emotional and mental health. How to learn from experiences and celebrate strengths, different feelings and managing feelings. The importance of personal hygiene and taking responsibility for own health. Differences between girls and boys and main parts of the body. Basic online safety, road safety, cycle safety, fire safety, rail, water and safety in the environment and household. |

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|--|---------------|--|
| | Relationships | <p>Images in the media and how they can affect how people feel about themselves Celebrating achievement and aspirations and goals. Conflicting emotions Change Independence and responsibility Risk, Danger and Hazard Peer Pressure and pressure from the media and other sources Basic emergency aid Habits and why changing habits can be hard Illegal and legal substances, age restrictions and health implications. Physical and emotional changes associated with puberty Human reproduction Taking care of their bodies Physical and emotional safety E-Safety (linked to Computing curriculum)</p> <p>Recognise and respond appropriately to a wider range of feelings in others What is a healthy, positive relationship and develop skills to form and maintain them Ways in which a relationship can be unhealthy and who can support you Different types of relationships How their actions affect themselves and others Acceptable and unacceptable physical contact and how to respond Confidential and secret - when they should agree to this or not and when it is right to share a secret Work collaboratively towards shared goals Negotiation and compromise to resolve disputes and conflict</p> |
|--|---------------|--|

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|--|----------------------------------|---|
| | <p>Living in the Wider World</p> | <p>Differences and similarities Discrimination, teasing and bullying Recognising and managing "dares" Recognise and challenge stereotypes Personal boundaries</p> <p>Topical issues Rules and Laws Human rights and UN Rights of the Child Consequences of negative behaviours Responsibilities, rights and duties at school, the community and home Resolve differences by looking at alternatives, seeing and respecting other's views What being part of the community means and the institutions locally and nationally that support them Voluntary, community and pressure groups Diversity in the UK Managing money and being a critical consumer Interest, loan, debt and tax Resource allocation and sustainability Enterprise skills Explore and critique how the media present information Social media and how information can misrepresent or mislead</p> |
|--|----------------------------------|---|