

## Personal, Social, Health Education Policy 2022

### WITTON CHURCH WALK C E PRIMARY SCHOOL



#### ***'Where Every Door is Opened and Every Gift is Unlocked'***

Governors, parents and school staff worked together to agree a vision for Witton Church Walk Primary School which they felt was represented in the following quotation...

#### ***'Where Every Door is Opened and Every Gift is Unlocked'***

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for *'Everyday Excellence'* and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

#### **Intent**

Our school works within the recommendations of The Equality Act 2010.

PSHE (personal, social, health and economic education) is a core part of educating our children to be able to, as Jesus said, 'live life in all its fullness' (**John 10:10**) At Witton Church Walk, we believe PSHE is a 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 enables pupils to achieve their academic potential, allowing them to flourish in all aspects of life, and to lead confident, happy, healthy, independent and productive lives.

Our PSHE curriculum is an age-appropriate, high quality, evidenced-based curriculum that aims to prepare our children for opportunities, responsibilities and experiences of later life. It develops our children's resilience, developing their ability to make sound decisions when facing risk and challenge. It allows our pupils to explore and pursue big questions such as 'Who am I? Why am I here? What do I desire? How do I want to live?'

We firmly believe pupils need knowledge to help them make informed decisions about their wellbeing, health and relationships and to be able to become successful adults ready to make a positive contribution to society and the community in which they live. PSHE has RSE (Relationships and Sex education) integrated within it. Relationships and health and wellbeing education are compulsory elements of the primary curriculum. Sex Education is a non-compulsory part of our curriculum offer - parents have the right to withdraw their children from these lessons, in consultation with the school. Further information on this is available in our RSE policy.

## **Implementation**

### **Early Years**

In Early Years, the majority of PSHE is taught through the Personal, Social, Emotional Development area of learning, however some other objectives linked to PSHE fall into Communication and Language and Understanding the World. The objectives covered are detailed below. For more information, please visit the Early Years Tab on our school website.

#### **Nursery**

Through Personal, Social, Emotional Development the children will learn to -

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Through Communication and Language the children will learn to -

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.

Through Understanding the World the children will learn to -

- Continue developing positive attitudes about the differences between people.

#### **Reception**

Through Personal, Social, Emotional Development the children will learn to -

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs - Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing. Including- regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’, having a good sleep routine and being a safe pedestrian.

Through Communication and Language the children will learn to -

- Understand how to listen carefully and why listening is important.
- Develop social phrases.

Through Understanding the World the children will learn to -

- Talk about members of their immediate family and community.
- Recognise that people have different beliefs and celebrate special times in different ways.

## **Key Stage 1 and Key Stage 2**

In Key Stage 1 and 2, PHSE comprises of three main elements –

- Health and Wellbeing – Children acquire knowledge and skills to inform them of the elements of a healthy and balanced lifestyle including a specific focus on mental health. Children will explore themes around keeping safe – including following rules and information about harmful illegal and legal substances such as drugs, alcohol and tobacco. Within this part of our curriculum there are some non-compulsory elements of the curriculum on Sex Education – ‘Ourselves and Growing and Changing.’
- Relationships – Exploring what healthy relationships look like, diversity within families and marriage and family life. Children will also complete an exploration of friendship and managing hurtful behavior and bullying and engaging in safe relationships. They will develop feelings of self-worth - respecting oneself and others.
- Living in the Wider World – Looking at our rights and responsibilities, developing the children’s media and digital resilience as well developing the children’s money and economic wellbeing.

Throughout our curriculum the children’s understanding of British Values will be developed. British Values are also taught within PHSE, within our wider curriculum and through enrichment days. This learning encompasses -

- Democracy - How citizens can influence decision making through a democratic process.
- The rule of the law – An appreciation that living under the rule of the law protects individual citizens. An understanding that bodies such as the police and the army can be held to account by people, through the democratic organs of Government.
- Individual liberty – An understanding that the freedom to hold other faiths and beliefs is protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.
- Mutual respect
- Tolerance of those of different faiths – An understanding of identifying and combating discrimination.

In Key Stage 1 and 2 PSHE is taught on a weekly basis but it also integrated into all other aspects of school life. The children will learn about Health and Wellbeing, Relationships and Living in the Wider World in a cross-curricular, interlinked manner through our 'Heartsmart' principles. Mental health and Wellbeing aspects of PHSE is again delivered through Heartsmart but is supported through our 'myhappymind' mental health and wellbeing lessons.

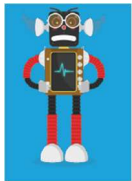
The Heartsmart Principles Include –



Don't Forget to Let Love in – Learning how important, valued and loved we are.



Too Much Selfie isn't Healthy – Exploring the importance of others and how to love them well.



Don't Hold Onto What's Wrong – Understanding how to process negative emotion.



Fake is a Mistake – Unpacking how to bravely communicate the truth.



No Way Through isn't True – Knowing there is a way through every situation, no matter how impossible it may seem.

For more information on coverage and small step objectives covered within each year group please see our PSHE small steps document.



As stated above, our mental health and wellbeing elements of PSHE are supported through our myhappmind Mental Health and Wellbeing lessons which explore the following themes -

**Meet your brain** - The children will learn about how our brains and minds work, including noticing when their brain is working well/ making good decisions/ allowing us to be our best self and when it is not working well, or we are feeling stressed and not making decisions in our best interest. The children explore the growth mindset and learn that our capabilities can grow as we practice them.

**Celebrate** - Children learn what character strengths are and what character strengths they possess. They learn that by using their character strengths they develop a sense of achievement.

**Appreciate** - Children learn of ways to express and receive gratitude.

**Relate** - Children explore how to build and maintain positive relationships.

**Engage** - Children understand that by setting goals and achieving them our sense of wellbeing is improved.

### **Impact**

The impact of our curriculum and teaching and learning is monitored by the PSHE lead to ensure all children develop the secure knowledge and understanding outlined in our curriculum which we believe is fundamental for our children to thrive. This is done through scrutiny of planning, lesson drops ins, pupil voice and exploration of children's work.

### **Early Years**

Evidencing will take place in line with our Early Years Assessment procedures.

### **Key Stage 1 and 2**

In Key Stage 1 and Key Stage 2 children are informally assessed by staff throughout their work. Recording of work will be in a form appropriate to the activities and learning that took place in each lesson. Evidence of the children's knowledge, learning, skills and understanding are recorded in the Creative, Active Learning books. Evidence of PSHE will be in a variety of forms including but not exclusive to photographs, videos, written work and quotes. The very nature of PSHE 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.

Review Date -  
September 2022

### Appendix A – Evidencing Heartsmart PSHE

In EYFS, PSHE shall be evidenced in line with the EYFS Assessment procedures.

In Key Stage 1 and 2, PSHE will be evidenced in the creative, active learn books along with the other foundation subjects.

Staff will informally assess the children's learning and understanding throughout the lesson through discussions, responses and written work.

Staff will follow our Heartsmart planning and follow the small steps progression document. Staff to evidence children's outcomes through gathering –

- ❖ Quotes from pair, group or class discussion
- ❖ Written work or creative responses (artwork/drama)
  - ❖ Pictures of children completing activities
  - ❖ QR Quotes of videos of activities / discussions

Evidencing pages should be on a double page spread for each half term in the creative, active learn book and should have the title of the Heartsmart principle at the top.

Small steps should be chunked into lessons taught within the teaching sequence. Each chunk should have a bible quote and a variety of evidence of the learning that took place and the outcomes of the lesson.

Where pictures of activities are unclear and not self-explanatory a description of the activity or quotes from the children completing the task should accompany it as a caption.

Staff to ensure evidence represents all groups of children within the class – ensuring photographs, quotes, pictures of activities are from different children throughout the learning sequence.

If a Heartsmart session is missed, staff to rearrange a time to complete the learning or merge lessons to ensure every small step is taught.