

**OLDHAM HULME GRAMMAR SCHOOL**  
**PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION POLICY (PSHE)**

*This policy is applicable from EYFS through to Year 13*

**Principles**

Pupils' experience of personal, social and health education reflects the school's aims and ethos and supports spiritual, moral, mental and physical development and prepares pupils for opportunities, responsibilities and experiences of later life as set out in section 78 of the Education Act 2002. Specifically those aims are:

1. To foster pupils' intellectual, social, physical, cultural, emotional, moral and spiritual development, encouraging enjoyment of learning, a spirit of enquiry and the pursuit of excellence within a disciplined and stimulating learning environment.
2. To promote moral and spiritual values; emphasising integrity, honesty, generosity, respect for other people and the environment, and appreciation of different ethnicities, religions and ways of life.
3. To offer pupils a broad and balanced curriculum and extra-curricular programme, for acquiring knowledge, understanding, skills and attitudes in preparation for higher education and the world of employment, public service, leisure and citizenship.
4. To enhance pupils' self-awareness and self-confidence, enabling them to value their own and others' efforts and achievements and develop a sense of care and responsibility for the school community and wider society.

The school's delivery of PSHE is an important part of fulfilling the school aims.

**PSHE** covers core knowledge relating to issues such as personal finance, online and offline safety, relationships, healthy lifestyles, emergency first aid and careers, taught in a way which is appropriate to the age and maturity of pupils. Development of key skills: such as self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation, are crucial for success in pupils' personal and working lives.

**Aims and Objectives**

To enable pupils to

- know and understand what constitutes a healthy lifestyle including mental health;
- be aware of safety issues;

- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community; families, social and economic communities;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; considered alongside school's assessment of pupil need;
- develop good relationships with other members of the school and the wider community.
- become successful learners who enjoy learning, make progress and achieve;
- become confident individuals who are able to live safe, healthy and fulfilling lives;
- become responsible citizens who make a positive contribution to society.

### **Procedures**

PSHE is part of the curriculum throughout the school, with weekly or fortnightly time dedicated to this. These planned learning opportunities and experiences contribute to the school aims, most notably “to encourage pupil discussion of issues relating to moral and spiritual development”, as well as encouraging mutual respect and tolerance.

We use the PSHE Association guidelines to plan our PSHE curriculum. The thematic programme of study is based on three ‘core’ themes: Health and Wellbeing; Relationships; and Living in the Wider World to provide a broad and balanced curriculum that promotes their good behaviour and safety and their moral, social and cultural (SMSC) development.

The totality of our PSHE provision both in and beyond the curriculum helps prepare pupils for the opportunities, responsibilities of life in British society, including economic education and helps to promote fundamental British values. PSHE lessons help the pupils to think about the different social context, influences and beliefs that affect personal behaviour. PSHE encourages a development of a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe. All senior school year groups receive appropriate careers guidance and this is delivered in an impartial way and is designed to enable pupils to fulfil their potential.

### **Teaching**

As far as is possible, teachers with specialist knowledge and/or training will be involved in teaching PSHE education. Outside specialists will be used if appropriate to support active learning. For the approval process for outside speakers please see the school's visiting speaker protocol. Form tutors may also be asked to contribute to the programmes and cover aspects of certain topics by selecting activities to also use in tutor time.

All PSHE teaching groups experience a broadly common approach with the same topics and depth achieved in each year group making use of active learning and pupil led activities. As part of our teaching of Health and RSE we pay particular regard to the protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. See also Relationship and Sex Education (RSE) policy for full details.

As in other subject areas the boundaries of confidentiality should always be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to Safeguarding/child protection; co-operating with a police investigation, and or relevant school policy.

Personal confidences should not be accepted from pupils without it being made clear that confidentiality cannot be guaranteed. Pupils should be reminded that lessons are not a place to discuss their confidential personal issues - or ask others to do so - through the establishment of ground rules or a class working agreement. Teachers should also avoid emphasising their own personal opinions. Issues may be raised in class which it will be more appropriate to deal with outside the classroom. Teachers are advised to follow the school's safeguarding policy with regard to pupil disclosures.

PSHE forms important links with the Computer Science curriculum with regard to online safety, use of Chromebooks, internet and social media in line with school e-safety policy.

Throughout the lower school we follow the 'spiral curriculum' approach in PSHE, which revisits topics each year at a different development stage.

### **PSHE CURRICULUM LONG TERM PLAN - SENIOR 2023-24**

*Italics* on this curriculum plan represents topics within all three core thematic themes that explicitly cover content within The Relationships Education and Sex Education and Health Education (England) Regulations 2019, sections 34 of the Children and Social work Act 2017. Section 35 (Health Education) does not apply, but continues under Education (Independent Schools Standards) Regulations 2014.

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

<b>KS3</b>	<b>Core Theme 1 Health &amp; wellbeing</b>	<b>Core Theme 2 Living in the wider world</b>	<b>Core Theme 3 Relationships</b>
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<p><b>Year 7</b> (2 periods per fortnight)</p>	<p><i>Transition to secondary school promoting emotional wellbeing</i></p> <p><i>Personal safety strategies in and outside school, including travel safety, road, rail and water and also including the fire Service campaigns, first aid and schools' Run, tell &amp; Hide' policy</i></p> <p><i>Healthy lifestyle choices including diet, dental health, physical activity and sleep and how to make healthy choices</i></p> <p><i>The risks of caffeine, smoking and alcohol</i></p> <p><i>Managing puberty, hygiene and healthy routines, the issues of unwanted contact, including FGM</i></p>	<p>Introduction to careers and the abilities and qualities required for different careers, challenging stereotypes and raising aspirations.</p> <p>Enterprise skills including problem solving, communication, team work, leadership, risk management and creativity.</p> <p>Making ethical financial decisions and fraud. Saving, borrowing, spending and budgeting our money. Making financial choices about ethical and unethical business practices and consumerism</p>	<p><i>Diversity, prejudice, signs and effects of bullying including online. Supporting others and responding to bullying of any kind.</i></p> <p>Identity, rights and responsibilities</p> <p><i>Communities and difference</i></p> <p>Building positive relationships, self worth, romance and friendships (including online) and relationship boundaries.</p>
<p><b>KS3</b></p>	<p><b>Core Theme 1</b> <b>Health &amp; wellbeing</b></p>	<p><b>Core Theme 2</b> <b>Living in the wider world</b></p>	<p><b>Core Theme 3</b> <b>Relationships</b></p>
<p><b>Year 8</b> (2 periods per fortnight)</p>	<p><i>Alcohol and drug misuse, managing peer influence relating to drug use</i></p> <p>Mental health and emotional wellbeing, including body image and coping strategies including online safety and digital resilience</p> <p><i>Healthy lifestyle choices including diet, physical activity and sleep and how to recognise and promote positive social norms and attitudes towards own health.</i></p> <p><i>First aid/ CPR and personal safety, focusing on road</i></p>	<p><i>Rights and responsibilities in the community</i></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work. Challenging stereotypes and discrimination in relation to work and pay.</p> <p>Setting aspirational goals for future careers and challenging expectations.</p> <p><i>Online safety, digital literacy, media reliability and gambling hooks.</i></p>	<p><i>Discrimination in all of its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transfobia.</i></p> <p><i>Managing influences on beliefs and decisions</i></p> <p><i>Self-worth and confidence</i></p> <p><i>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</i></p>

	<i>safety</i>		
<b>Year 9</b> (1 period per fortnight)	<p><i>Healthy lifestyle: Diet, exercise, lifestyle balance, healthy choices, body image, emotional wellbeing and mental first aid</i></p> <p><i>Increased responsibility for physical health, including self examination.</i></p> <p><i>Peer influence, substance use and gangs: Healthy and unhealthy friendships, assertiveness, substance misuse, risks of carrying a knife and gang exploitation</i></p>	<p>Identifying learning strengths, career options and setting goals as part of the GCSE and post-16 options process</p> <p><i>Reflecting on learning and decision making skills development in key stage 3</i></p> <p><i>Employability skills, critical thinking and independent learning</i></p>	<p><i>Respectful relationships: Families and parenting, healthy relationships, conflict and relationship changes. Conflict resolution strategies.</i></p> <p><i>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to social media and pornography. Self esteem and delay techniques.</i></p>

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE within Life Skills education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. We adapt planning to reflect their pupils' needs and local priorities in conjunction with the PSHE Association framework and The Relationships Education and Sex Education and Health Education (England) Regulations 2019:

<b>KS4</b>	<b>Core Theme 1 Health &amp; wellbeing</b>	<b>Core Theme 2 Living in the wider world</b>	<b>Core Theme 3 Relationships</b>
<b>Year 10</b> (1 period per fortnight)	<p><i>Mental health and ill health, stigma, safeguarding health, including during periods of transition.</i></p> <p><i>Exploring influence and impact of drugs in increasingly independent scenarios, gangs, role models and the media. Evaluating the social and emotional risks of</i></p>	<p><i>Financial decision making: impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</i></p> <p>Work experience, preparation for work and readiness for work.</p>	<p><i>Addressing extremism and radicalisation, community cohesion and challenging extremism, including online.</i></p> <p><i>Healthy relationships and sex expectations, myths, assumptions, misconceptions and</i></p>

	<i>drug use.</i>	Employability and online presence.	<i>social norms about sex, gender, relationships and challenges, including the impact of the media and pornography.</i>
<p><b>Year 11</b></p> <p>Drop Down Days throughout the School Year - See Calendar for events.</p> <p>Enhanced by Form Tutors in Tutor time with the use of online packages e.g. Unifrog</p>	<p><i>Building for a future: self-efficacy, including motivation, perseverance and resilience, stress management, and future opportunities.</i></p> <p><i>Responsible health choices, and safety in independent contexts. Taking responsibility for one's health choices</i></p>	<p>Understanding the sixth form application process and plans for further education, employment and career progression.</p>	<p><i>Communication in relationships: Personal values and assertive communication, including in relation to contraception and sexual health, relationship challenges and abuse.</i></p> <p><i>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</i></p>

## ***PSHE Policy Juniors***

### ***Appendix 1***

#### **Principles**

Pupils' experience of personal, social and health education reflects the school's aims and ethos and is enriched by extra-curricular activities, links with the local community, and provision for voluntary service and work experience in the senior part of the school.

A range of outside agencies are involved in the delivery of this aspect of the curriculum, and the programme for each year varies according to the needs of the students. Two half hour periods per week for pupils in years 3 to 6 is set aside for the delivery of PSHE.

#### **Aims**

To enable pupils to

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

#### **Teaching and Learning**

Some of the time, PSHE and Citizenship can be introduced through different subject areas in the school curriculum or through activities and whole school events. Other times PSHE and Citizenship is incorporated into our weekly Form Period session and is delivered by the Form Teacher.

We are aware that PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, new topics in PSHE education (as well as other areas of the curriculum) will start by determining pupils' prior knowledge. This will be achieved through a simple 'What I already know/ think I already know' and 'What I would like to know' assessment.

We use a range of teaching and learning styles and place an emphasis on active learning by including the pupils in discussions, investigations and problem-solving activities.

We encourage children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising or involvement in an activity to help other individuals or groups less fortunate than themselves, School council, triathlon.

We teach classes in such a way that the pupils are encouraged to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Our weekly Question for Reflection offers a chance for mindful thinking and is a vehicle to solve class issues, promote thinking skills and respect. Children are encouraged, where possible, to take part in yoga or meditation.

We evidence pupils' learning and progression through the use of a whole-class workbook. This takes the form of an A3 book in which teachers will stick pupils' work, photographic evidence of tasks and sometimes a page outlining the aims and objectives of the topics.

Research shows that attempts to scare or shock young people into making a healthy choice rarely work, and can indeed 'backfire' by inadvertently creating excitement, curiosity or even status among pupils who accept the risk. Therefore, we will ensure that sessions, including those on risky behaviours, remain positive in tone.

### **Extra- Curricular Activities**

Our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. We also have an annual PSHE day which will focus on a theme eg Inclusion.

As part of our commitment to British Values, the school operates a council made up of pupils across Years 3-6. Each representative is appointed by pupils through a democratic vote. They act as a voice for pupils on matters ranging from playground equipment to extra-curricular activities, they meet regularly with senior management and help coordinate charitable events.

Residential experiences and visits provide opportunities for the pupils to plan and work together and develop relationships under different circumstances.

We offer a residential visit to Winmarleigh Activity Centre/Arthog or to France in Year 5 and Year 6. Here there is a particular focus on developing the pupils' self esteem and giving them opportunities to develop leadership and cooperative skills.

### **Equal Opportunities**

PSHE can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. All our pupils have an entitlement to learning in PSHE irrespective of social background, culture, race, religion, gender, difference in ability and disability.

The PSHE and citizenship curriculum at Hulme Court/Estcourt is intrinsically linked to the Every Child Matters Agenda of:



- Be Healthy
- Be Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve Economic Well-Being

## ***PSHE Policy - Nursery and Infants***

### ***Appendix 2***

#### **Aims and objectives**

Personal, social and health education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

#### **Teaching and learning style**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour with our Golden Rules. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community

## PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. We teach PSHE and citizenship as a discrete subject. We also develop PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we also cover some aspects of PSHE and citizenship through our religious education lessons.

Circle Time is a particularly useful tool for teaching PSHE and Citizenship topics. Circle Time can be a platform of reassurance for children who need to know there is a time when they can have their say and be listened to. It reinforces the importance of turn-taking and sharing the adult's time while at the same time allowing each child to partake in an activity.

We have a whole school approach to healthy eating.

We have a whole school approach to the use of Circle Time in our school. Every class from Nursery to Year Two aims to have a Circle Time session of at least 20 minutes each week during which strategies for building positive relationships and the steps to create self-disciplined behaviour are taught. Each class follows a similar format for Circle Time using Jenny Mosley's suggested 5 step model. Through Circle Time and other PSHE and Citizenship sessions, we aim to teach assertiveness and respectful interaction, raising self-esteem and confronting bullying issues.

We aim to make our children more aware of environmental issues.

### **Foundation Stage**

We teach PSHE and Citizenship in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship education in the Nursery and Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Each child in Foundation Stage has a key worker with whom they and their families can form a special bond with and discuss.

### **Teaching PSHE and citizenship to children with special needs**

We teach PSHE and Citizenship to all children, regardless of their ability. We provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

### **Assessment and recording**

Teachers assess the children's responses to the areas covered in PSHE and citizenship and healthy eating in Science etc. We have clear expectations of what the pupils will

know, understand and be able to do at the end of each year.

## **PSHE Policy Appendix 3**

### **Purpose of study**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### Aims

EYFS

EYFS Making relationships

EYFS Self-confidence and Self awareness

EYFS Managing Feelings and Behaviour

KS1 and KS2

KS1 -Themes for learning:

Year 1

Year 2

KS2- Themes for learning:

Year 3:

Year 4:

Year 5:

Year 6:

KS1 Objectives addressing the three core themes of PSHE:

KS2 Objectives addressing the three core themes of PSHE:

## **Aims**

The overarching aim for PSHE education is to provide pupils with:

- 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.

## **Learning and upholding British Values**

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and (PSHE) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live.

## **EYFS**

In Early Years, Personal, Social and Emotional Development is one of the prime areas of learning which are fundamental throughout the EYFS and run through and support learning in all the other areas. PSED will support children to develop relationships, self confidence and awareness and manage their feelings and behaviour. The objectives are separated into these three categories which support us to understand, learn, assess and plan for their future learning. These are outlined below.

### **EYFS Making relationships**

#### **Nursery**

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.

- May form a special friendship with another child.

*May continue into Reception from this point as objectives overlap age ranges.*

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### **Reception**

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Early Learning Goal: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form.

## **EYFS Self-confidence and Self awareness**

### **Nursery**

- Separates from the main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

*May continue into Reception from this point as objectives overlap age ranges.*

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about their home and community.
- Shows confidence in asking adults for help.

### **Reception**

- Confident to speak to others about their own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help..

## **EYFS Managing Feelings and Behaviour**

### **Nursery**

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.

*May continue into Reception from this point as objectives overlap age ranges.*

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

### **Reception**

- Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Every child is unique and learns in different ways through active learning, playing and exploring and creating and thinking critically. These are called the Characteristics of Learning which move through all areas of learning. Each of the three areas are broken down as shown below and helps the practitioner to see how a child learns:

Playing and Exploring - Being engaged

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play

- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning - Being motivated

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise.

Creating and Thinking Critically - Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

## **KS1 and KS2**

### **KS1 - Themes for learning**

*These themes are planned to ensure continuity and progression throughout each year group. Some themes (e.g. financial education and mental health) may be revisited and expanded in later years.*

#### **Year 1**

New year, new me/ Caring for myself (Make golden rules clear and talk about the need to be more independent - implement monitor roles to give children a sense of responsibility, talk about personal hygiene, implement any core subject targets)

Other people are special - British Values (Understand that other people may disagree with our opinions and that we should listen and consider them, talk about religious tolerance in our ethnically-diverse school, value friendship and make children aware of anti-bullying policies)

Keeping safe (Talk about anti-bullying procedures, stranger danger in the local community, consider e-safety when using chromebooks or sharing information, use carefully-considered role-play to help children understand what to do if they are lost or in danger)

Working well together (Give children a challenge, e.g. build the tallest freestanding tower from newspaper, that encourages teamwork and communication, allow children a lesson to plan their activity and think about their individual roles)

The changing world (Discuss an issue such as climate change and how they can make positive changes, create posters encouraging an eco-friendly school, liaise with the school council, go on a litter pick or create bug hotels for the school's forest)

Transition to Year 2 (Write questions for the Year 2 children to respond to, begin to show more independence when packing bags or have a go at writing their homework diary)

#### **Year 2**

First aid (practise the recovery position, consider dangers, use live, live it website)

Recycling (consider climate change and the positive impact recycling can have, recognise appropriate bin colours and the items to be recycled in them)

Going for goals (managing expectations and considering what targets we have ahead of SATS)

British values (Define British values and consider the elements that make a good British citizen, look at debating and how we can influence a decision through careful and considered arguments - conscience alley etc.)

Stranger danger online and in the real world (reinforce golden rules and e-safety rules, explore stranger danger through carefully considered role-play, consider the dangers



of sharing information and images through social media)

Transition to Year 3 (send questions to the year 3 teacher or arrange a visit from some year 3 children)

### **KS2- Themes for learning:**

*These themes are planned to ensure continuity and progression throughout each year group. Some themes (e.g. financial education and mental health) may be revisited and expanded in later years.*

### **Year 3**

Settling in (transition from Year 2, new routines, new teachers, share timetables and reinforce golden rules)

Focus on feelings (Mental health - wide scope of feelings to address)

Financial education (largely addressed in maths - possible enterprise scheme)

E-safety (largely addressed through computer science)

Relationships (eg friendships, dealing with bereavement, bullying etc.)

### **Year 4**

Feeling good (coping with exam pressure, peer pressure or changes in academic performance)

What's going on in the world? (Take a sensitive look at current news such as climate change or poverty - what differences can they make?)

Relationships through social media (revisit e-safety, cover online dangers)

First-aid skills (Look carefully at objectives and skills already covered in previous years)

Recycling (Create an ongoing project in tandem with school council - visit Stockport recycling centre)

Looking ahead (Transition to year 5)

### **Year 5**

It's my body (Exploring physical and emotional change in the body - seek guidance from senior school staff. Alternatively, run a single lesson where parents can decide whether or not their child attends).

We are all different (celebrating a multi-cultural society, understand others people's experiences, understand the impact of racism, bullying or discrimination)

British values (studying democracy, the rule of law or the tolerance of individual faiths - see appendices for objectives and resources)

Being involved in my community (Explore opportunities to interact with local community - litter pick, visit from PCSO or liaise with youth councillor, raise money for a local charity (the school has links with Francis House)

Managing conflict (Debate issues to develop reasoning skills and ability to absorb the ideas of others, develop coping strategies to use in situations where conflict arises, explore the impact of miscommunication or falsification when reporting conflict)

Managing expectations/transition to Year 6 (Discuss any concerns children have with academic performance or worries they may have ahead of the entrance exam in the next year, invite year 6 children to reassure them of concerns)

## Year 6

Becoming a role model (Give the children a sense of responsibility as 'older pupils' and provide opportunities to interact with younger children - e.g. a visit to Year 3 to read with other children or the captain of the Year 6 team visits a Year 3 or 4 training session)

Financial education (run an enterprise scheme based to raise money, use mymoney resources and planning grids to steer learning and develop children's prior learning)

The world of work (Interview parents about job roles and responsibilities, consider a career they want to pursue then consider the skills it would require)

Rights, responsibilities and the law - British values (consider laws that are in place to safeguard children in school (i.e. golden rules etc) then consider e-safety laws regarding the posting of images on social media, arrange a visit from a PCSO to discuss laws children could be accountable for - if possible, cover drug education as part of this topic)

Anti-bullying - liaise with HABA at senior school through Hannah Plews

Transition to senior school

### KS1 Objectives addressing the three core themes of PSHE:

#### Core theme 1: Health and Wellbeing

1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
6. the importance of and how to maintain personal hygiene
7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others
8. about the process of growing from young to old and how people's needs change
9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
11. that household products, including medicines, can be harmful if not used properly
12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

## Core theme 2: Relationships

1. to communicate their feelings to others, to recognise how others show feelings and how to respond
2. to recognise how their behaviour affects other people
3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
7. to offer constructive support and feedback to others
8. to identify and respect the differences and similarities between people
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
13. that there are different types of teasing and bullying, that these are wrong and unacceptable
14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## Core theme 3: Living in the wider world

1. how to contribute to the life of the classroom
2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
4. that they belong to various groups and communities such as family and school Building on Key Stage 1, pupils should have the opportunity to learn: 1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights
5. what improves and harms their local, natural and built environments and about some of the ways people look after them
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices

**KS2 Objectives addressing the three core themes of PSHE:**

Core theme 1: Health and Wellbeing

1. what positively and negatively affects their physical, mental and emotional health (including the media)
2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
9. to differentiate between the terms, 'risk', 'danger' and 'hazard'
10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe
12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
15. school rules about health and safety, basic emergency aid procedures, where and how to get help
16. what is meant by the term 'habit' and why habits can be hard to change
17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others
18. how their body will, and emotions may, change as they approach and move through puberty
19. about human reproduction
20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

#### Core theme 2: Relationships

1. to recognise and respond appropriately to a wider range of feelings in others
2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
7. that their actions affect themselves and others
8. to judge what kind of physical contact is acceptable or unacceptable and how to respond
9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view
11. to work collaboratively towards shared goals
12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
15. to recognise and manage 'dares'
16. to recognise and challenge stereotypes

#### Core theme 3: Living in the wider world

1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
9. what being part of a community means, and about the varied institutions that support communities locally and nationally
10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
12. to think about the lives of people living in other places, and people with different values and customs
13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
16. about enterprise and the skills that make someone 'enterprising'
17. to explore and critique how the media present information

**PSHE policy reviewed: January 2023**

**Next Review Due: January 2024**