



# **Personal, Social and Health Education (PSHE) Policy**

**June 2024**

**Approved by the Governing Body Strategy Group 27/06/24**

**This Policy is due for renewal in Term 6  
2024–25**

# PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

## OF

### GODINTON PRIMARY SCHOOL

#### SECTION ONE: INTENT

At Godinton Primary School we believe that Personal, Social and Health Education (PSHE) is vital for helping to develop good citizens who become healthy, independent and responsible members of our society as adults. We believe that by teaching the children about how to maintain positive physical and mental health as children, we are enabling our children to make good personal choices later in life due to being informed, resilient and open minded.

Our PSHE curriculum encourages our children to be appreciative of the diversity of the world around them, encouraging them to celebrate differences between people, cultures and circumstances, alongside recognising their role in society. Our curriculum ensures that our children reflect on their relationships and how they can maintain positive relationships with their peers. We believe that it is essential for us to teach our children to be respectful of a range of cultures and beliefs and encourage them to contribute to both the life of the school and wider community in order to give them a sense of purpose and wellbeing.

Our 'Health curriculum' is also a priority as this enables the children to learn how to maintain a healthy lifestyle, protecting themselves from harm from substances such as drugs and alcohol as well as teaching them about how to maintain a healthy lifestyle through diet, exercise and good mental health. We also understand our role in preparing the children for puberty and the physical and mental changes that will occur with the children, particularly in Key Stage 2.

As part of our Guiding Stars approach, Religious Education and Personal, Social and Health Education are the leading light subjects for '**Self-Confidence**'.

Within our RE and PSHE curriculums, children develop their ability to respect the views of others, ensuring they feel safe to ask questions in order to find out more. The children are encouraged to express their own ideas, thoughts and opinions in response to different questions and scenarios. They appreciate that everyone is unique and celebrate the diversity of our community and wider society and enjoy investigating these differences. The children identify what makes them unique, healthy and happy and identify what helps to boost their own confidence and that of others, as well as identifying the barriers to developing secure self-confidence.

## SECTION TWO: TEACHING AND LEARNING STYLE

**2.1** PSHE enables children to become healthy, independent and responsible members of society. The DfE Statutory Guidance document [Relationships and Sex Education \(RSE\) and Health Education](#) focuses on teaching pupils about making good decisions in regards to their physical health and mental wellbeing. We view both physical and mental health as being interlinked and we encourage our pupils to understand the interdependency between these two areas (please reference DfE p. 31).

Through our PSHE curriculum, we support and encourage our pupils to lead healthy lifestyles. When issues arise with physical or mental wellbeing we teach our pupils how to seek support as early as possible from suitable sources.

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 how society is organised and governed. We ensure that they experience the process of democracy in school through our school 'Mini Management Team'. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society. We also prepare our children for the onset of puberty through the teaching of our health education.

**2.2** The aims of PSHE are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand how to build healthy relationships with others;
- Have and demonstrate 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;
- Be aware of the benefits of hobbies, interests and participation in their own communities as part of their social awareness and development, understanding how linking with others can have a positive impact on both their physical and mental health;
- Enable pupils to make good decisions about their physical and mental wellbeing, including how to support and protect their mental wellbeing through simple self-care techniques, personal hygiene and living a healthy lifestyle;
- Understand that mental wellbeing is an integral part of daily life, in the same way as physical health is;
- Provide children with the vocabulary to be able to talk about their physical and mental wellbeing;

- Enable pupils to be confident to discuss issues related to isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

**2.3** We use a range of teaching and learning styles to deliver our PSHE curriculum, using our chosen platform, [Jigsaw](#) to deliver the majority of lessons taught. We place an emphasis on active learning by immersing children in discussions, investigations and problem solving activities. We encourage the children to participate in a range of practical activities that promote active citizenship e.g. charity fundraising, planning of school events such as an assembly, or involvement in an activity to help individuals or groups less fortunate than themselves. We organise taught sessions effectively so that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children many opportunities 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. We also offer workshops that focus on aspects of PSHE such as Safety in Action. Whole school activities also take place to promote good mental health during Anti-Bullying Weeks or National Online Safety Days for example.

School assemblies are also designed to support and reinforce aspects of our PSHE curriculum.

### **SECTION THREE: PSHE CURRICULUM STRUCTURE AND PLANNING**

**3.1** Our curriculum implementation is below. This information is also provided on our school website:

#### **IMPLEMENTATION**

In order to deliver our PSHE curriculum, we have chosen to use the [Jigsaw](#) PSHE online platform. The Jigsaw resource reflects the intent explained above and offers lessons and resourcing that meet the statutory requirements of the revised relationships and health education curriculum. Activities are engaging for the children and focus on the key skills of reflection, consideration and discussion of topics and themes in order to develop the children's thinking skills and pupil voice.

We use this resource to help us guide the children through a process of discovery and understanding of the differences and similarities in the cultures, diversity and experiences in the world around them. We also view our whole school 'Godinton Star Values' that are embedded into our school community as integral to our support of positive citizenship in our children. We also ensure that our programme of school assemblies offer knowledge to the children about key festivals from a range of religions, an opportunity to learn about British

values, global citizenship, stories from other cultures, environmental issues as well as teaching the children about aspects of the wider community such as people who help us.

We offer a thematic approach to the implementation of our PSHE curriculum with a different focus in each term that is shared with the children during our STAR (Showing Tolerance and Respect) week. The PSHE curriculum is taught alongside our units of work for RE during this week. We also encourage our staff to be responsive to the children's PSHE needs in the remaining weeks of term as they arise and to include additional taught sessions if necessary to address these.

The six themes to explore with the children are:

- ✓ Being me in my World;
- ✓ Dreams and Goals;
- ✓ Celebrating Differences;
- ✓ Relationships;
- ✓ Healthy Me;
- ✓ Changing Me.

These aspects provide breadth of coverage from understanding rules and how they keep us safe to maintaining a healthy lifestyle and the onset of puberty. Each theme encourages the children to both reflect on their own views and experiences of the topics being taught and to develop their knowledge, age appropriately, within each area. Pupils are taught to be empathetic, accepting, questioning, inclusive and understanding of the world around them and the people within it as well as themselves, regardless of race, religion, gender, culture or sexual orientation.

**3.2** The PSHE curriculum at Godinton Primary School includes statutory Health education elements that are described in the [Relationships and Sex Education \(RSE\) and Health Education](#) document from the DfE. Appendix A outlines the expectations for children's knowledge and understanding in regard to their Health Education by the end of primary school.

These elements form part of our comprehensive curriculum and are delivered at age appropriate times during a pupil's time at Godinton. Our PSHE scheme of work outlines the different aspects of the subject to be covered in each year group in order to ensure continuity and progression. Further curriculum information can be found on the school website.

**3.3** We develop our children's citizenship skills by giving them responsibilities in school. Our school Mini Management Team has representatives from each class in years 1 – 6 and meets regularly to discuss a variety of whole school issues. The 'Mini Management Team' also use pupil questionnaires in order to ascertain the views of all the pupils within our school. Children also have the opportunity to be House Captains, playground buddies and Kindness Ambassadors throughout their time at Godinton.

**3.4** At Godinton we have a clear set of school values which permeate through all aspects of school life. They provide a code of conduct which every member of our school community aspires to. They are reinforced through our behaviour management policy and our approach to developing British Values.

## **SECTION FOUR: EARLY YEARS FOUNDATION STAGE**

PSHE is an integral part of the EYFS framework and one of the ‘Prime Areas’ that underpins our curriculum. We follow the statutory requirements of [Early Years Foundation Stage 2021](#) and we relate the PSHE aspects of the children’s learning to the objectives set out in the Early Learning Goals (ELGs) as well as using elements of the online ‘Jigsaw’ resource to support our pupils. Our teaching in PSHE 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 reception classes through the taught aspect of ‘Understanding the World’.

## **SECTION FIVE: THE CONTRIBUTION OF PSHE TO OTHER SUBJECTS**

The majority of our PSHE curriculum is taught in a block of work during our Showing Tolerance and Respect (STAR) week. However, we also deliver aspects of PSHE through other subjects. For example, through local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks, cycle paths and litter management or in science we learn about having a healthy diet and good oral hygiene.

**5.1** PSHE also links in with our scheme and policy for Relationships and Sex Education. This policy provides further information about how our children are taught about human reproduction, changes to the body at puberty and how to build healthy relationships.

### **5.2 Science**

Our PSHE curriculum has strong links with our science curriculum, the details of which can be viewed in appendix B. The children learn about life cycles of a human being, plant reproduction, keeping ourselves healthy, oral hygiene and the impact of neglecting this as well as the importance of healthy eating and lifestyles.

### **5.3 Learning Adventure**

Our PSHE curriculum is supported by our ‘Learning Adventure’ approach as staff include a range of learning styles and opportunities within the delivery of this. This includes role play opportunities i.e. taking on the role of characters in fiction stories or from historical events as well as developing the children’s debating skills and ability to share their thoughts, ideas and opinions.

### **5.4 Spiritual, Moral, Social and Cultural Development/ British Values**

Through the teaching of PSHE, we contribute to the children’s spiritual development. This will be through our dedicated STAR Week Lessons, supportive circle time and additional

PSHE lessons in response to a need in the classroom. Whole school and school team assemblies offer a broad and balanced range of topics to develop the children spiritual, moral, social and cultural awareness and knowledge. We also cover topical events such as Remembrance Day, religious festivals and other current news issues. The children are provide with a wealth of opportunities to discuss moral questions through their curriculum topics and year group heroes. This includes enabling the children to form and share their opinions, debate topical issues and consider the how to manage their own wellbeing and mental health. British values are embedded in the PSHE curriculum and form a key part of the children's experiences and knowledge.

## **SECTION SIX: TEACHING PSHE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. In some instances, it is necessary to adapt the proposed curriculum significantly in order for pupils with complex needs to access it. This may be through the way that the information is presented, additional pre teaching and the language used to teach the topic. This may be relevant within a lesson on puberty for example. When teaching PSHE we take into account the targets set for the children in their Individual Support Plans and how they can access elements of the health education curriculum for example.

## **SECTION SEVEN: ASSESSMENT AND RECORDING**

**7.1** Teachers assess the children's work in PSHE by making judgements against agreed 'end points' at the end of each academic year. These judgements are made through observations during taught sessions, throughout the year with annotations on plans which inform future planning. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage as outlined in our scheme of work.

**7.2** We do not set formal examinations in PSHE.

**7.3** The skills of good citizenship are recognised by the school through weekly 'Stars of the Week' awards. These are given to children who have upheld our Godinton School Values that represent our school ethos and priorities for developing good citizens and positive members of society.

## **SECTION EIGHT: RESOURCES**

The PSHE coordinator holds a selection of reference materials for teaching various PSHE topics, including sensitive issues such as SRE and drugs education. Our online 'Jigsaw' resource' also provides a wealth of material which supports all aspects of our PSHE curriculum.

## **SECTION NINE: CHILDREN IN CARE**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. Staff ensure that in delivering the curriculum they set suitable learning challenges of CIC, in response to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The PSHE and SEN coordinators will support staff in doing this within this subject.

## **SECTION TEN: EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **SECTION ELEVEN: MONITORING AND REVIEW**

11.1 The curriculum team leader, supported by the PSHE co-ordinator, is responsible for monitoring the standard of the children's work and the quality of teaching in PSHE.

11.2 They are also responsible for supporting colleagues in the teaching of PSHE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

11.3 They evaluate the strengths and weaknesses in the subject and indicate areas for further improvement, which may then be fed into the School Improvement Plan.

11.4 This policy is reviewed every two years by the Governor Strategy Group.



## APPENDIX A

### STATUTORY ASPECTS OF HEALTH EDUCATION

#### [Relationships, Relationships and Sex Education and Health Education](#)

Children are to understand:

<b>Mental Wellbeing</b>	<ul style="list-style-type: none"><li>• That mental wellbeing is an integral part of daily life, in the same way as physical health.</li><li>• To recognise a range/scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that all humans experience in response to different experiences and situations.</li><li>• How to recognise and talk about their emotions, using a range of vocabulary when talking about their own and other's feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation upon mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and the importance for children to discuss their feelings with an adult and to seek support when needed.</li><li>• That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising that triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problem can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet Safety and Harms</b>	<ul style="list-style-type: none"><li>• That for most people the internet is an integral part of life and has many benefits.</li><li>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li></ul>

	<ul style="list-style-type: none"> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet including understanding calories and other nutritional content.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet and health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and the daily ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

	<ul style="list-style-type: none"> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of first aid, for example dealing with common injuries, including heads injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstruation wellbeing including the key facts about the menstrual cycle.</li> </ul>

## APPENDIX B

## SCIENCE CURRICULUM LINKS TO OUR PSHE CURRICULUM

### EYFS:

#### Key Knowledge in this unit (Understanding of the World):

To observe, recognise and explore the changing world around us, using a range of senses. Showing curiosity by asking questions about the world around us.

Year Group (NC)	Topic (Year group currently shown)	Attainment Target	Non Statutory guidance
1	Animals including humans (Yr 1)	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
2	Animals including humans (Yr 2)	<p>Pupils should be taught to notice that animals, including humans, have offspring, which grow into adults.</p> <p>Find out about the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>

3	Animals including humans (Yr 3)	Pupils should be taught to: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
4	Animals including humans (Yr 4)	Pupils should be taught to: Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.  Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.
5	All living things in their habitat (Yr 5)	Pupils should be taught to: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals.	Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.  Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

	Animals including Humans (yr 5)	Pupils should be taught to describe the changes as humans develop to old age	<p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
6	Animals including Humans	<p>Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p>