



# Princess May Primary School

## PSHE Policy

Revised 2020

This policy outlines the organisation and expectations for this subject at Princess May Primary School.

The implementation of this policy is the responsibility of all staff.

Respect



Determination



Empathy



Responsibility



Aspiration





## Our Commitment to Staff

### Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

## Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.





# Introduction and Overview

## Contents

1. Curriculum Statement
2. Intent; Implementation; Impact
3. Cultural Capital
4. Teaching and Learning
5. Relationships Education
6. Sex Education
7. Physical and Mental Wellbeing
8. Planning and Resources
9. Assessment
10. Expectations
11. Role of the Subject Leader

## Curriculum Statement

### Rationale

Our school vision and ethos are strongly supported through, and embedded in, the delivery of our PSHE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence. As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children. We support our children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We want our children to be able to make informed decisions and manage risk in our growing technological world. We recognise that our school vision and values of Respect, Responsibility, Determination, Aspiration and Empathy are crucial to this learning and should be at the heart of whole-school development.

### Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, mental and



physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

At Princess May, we use a PSHE Programme -3D PSHE -in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy reflects the 2020 government guidance and covers all aspects of Relationships and Health Education in an age - appropriate way.

There are three underlying core themes taught throughout PSHE, within which there is broad overlap and flexibility:

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

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

PSHE provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life. It helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

## Intent

PSHE is a non-statutory subject. However there are aspects of it that we are required to teach. We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.

At Princess May Primary School, it is our intent to provide all children with a broad and balanced curriculum that aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The Department for Education's statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

## Implementation

The focus of PSHE is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical contact are the forerunners of teaching about consent.

PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Through PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

## Impact

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Children are enabled to develop the vocabulary and confidence needed to articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part of. Our scheme supports the active

development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to their own wellbeing needs and the wellbeing of those around them.

PSHE can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our PSHE Curriculum can be used as a whole school approach to positively impact wellbeing, safeguarding and SMSC outcomes at Princess May. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Assemblies and PSHE lessons will enhance children’s cultural capital. Our school provides a wellbeing provision through Place2Be and a Pastoral team to nurture groups of children and provide a safe space for children who struggle in the classroom.

Our PSHE curriculum promotes the Fundamental British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs) and SMSC (Spiritual, Moral, Social, Cultural) development of all pupils. Our school takes part in events such as Anti-bullying week, Red Nose Day and Comic Relief by dressing up for the event, by raising awareness for the event through lessons and assemblies and organising cake sales etc.

Children also take part in democracy week and visit the Houses of Parliament. Links with the local emergency services are in place such as London Fire Brigade, Doctors and nurses, Police, etc. to support the PSHE curriculum. Children also have the opportunity to learn about other cultures through Multi-cultural day and Carnival.



# Teaching and Learning

## Whole School Science Principles

**The teaching of PSHE is organised into half termly units. PSHE has three underlying core themes:**

1. Health and wellbeing
2. Relationships
3. Living in the wider world

### Early Years and Foundation Stage

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle times and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### Key Stage 1

**The PSHE lessons in Key stage 1 focus on:**

- Health and hygiene
- Changing and Growing
- Emotions
- Keeping Safe
- Communication
- Bullying and Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Money and Finance

### Key Stage 2

**The PSHE lessons in Key Stage 2 focus on:**

- Health and Hygiene
- Changing and Growing
- Emotions
- Safety
- Communication
- Bullying
- Fairness
- Family and Friends
- Rules and Responsibilities
- Communities
- Economic Awareness
- Nutrition and Food
- Aspirations
- First Aid
- Collaboration
- Similarities and Differences
- Healthy Relationships
- Diversity and discrimination
- Enterprise

At Princess May Primary School, we have adopted a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. Children will be provided with a safe and supportive learning environment where they can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



# Relationships Education

**By the end of primary school children should learn:**

## **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring Friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



# Sex Education

Sex Education is not statutory in primary schools. The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the Sex Education Unit provided in the 3D PSHE programme. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We will ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born. We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school. Parents have the right to withdraw their children from our sex education lessons. Our headteacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. Our headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may,

of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

**There is no right to withdraw from Relationships Education or Health Education.**

In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national curriculum for science.

In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.

In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

## Managing difficult questions

Children may ask questions relating to sex or sexuality which go beyond what is set out for Relationships Education. Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum.

Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response. However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

## The role of parents and carers

At Princess May, we are aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about our sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education;
- encourage parents and carers to be involved in reviewing the policy, and make modifications to it as necessary;

- inform parents and carers about the best practice known with regard to sex education, so that the teaching in our schools supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

## Confidentiality

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals.

## The role of the Headteacher

- It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.



- The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

# Physical health and mental wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

## By the end of primary school:

### Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing 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 others' mental and physical wellbeing.
- 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.

- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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 or health).

### Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing,

including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## Cross curricular links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through PSHE lessons to other areas of the curriculum.

## Working with external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

Visitor's credentials will be checked as with any other visitor. Teachers should also ensure that the teaching delivered by the visitor fits with the planned programme and our school policy. It is important to discuss how the visitor will deliver their sessions and ensure that the content is age-appropriate

and accessible for the pupils. Teachers should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

## British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

## Princess May Student Councillors

At Princess May, new student councillors are elected every year in September. Two representatives are elected using a ballot system; through this, children are introduced to the British Democratic system. Student councillors will play an important role in acquiring pupil voice through class meetings in order to help make important decisions about our school.

### ***Their responsibilities will include:***

- Being a role model for others to follow;
- Attending school council meetings to discuss ways to improve the school and its environment;
- Keeping a journal to record the minutes of the student council meetings;
- Holding regular meetings in class to report back to their classes and getting ideas and input from them to bring to the student council meetings;
- Subject feedback.



# Planning and resources

Planning is a process in which all teachers are involved. Planning should be done weekly with parallel teachers. All teachers should keep a copy of the long term, medium term and weekly planning in their files. They should use the lessons from 3D PSHE and slides should be made with key questions and key information on the slides. Controversial topics or difficult questions will be dealt with sensitively and without letting personal beliefs and attitudes affect them.

For good PSHE learning to take place evidence of the following should be seen in classrooms:

- A safe learning environment must be created so that children feel comfortable to speak
- Children actively taking part in discussions
- Weekly lessons (at least 45 minutes long)
- Children being encouraged to ask questions and take part
- Question box set up in class for children to ask questions safely
- Children recording what they have learned in the class floorbook.
- Children showing enjoyment in the activities they are undertaking.

## PSHE overview

We have used the objectives from the 3 core themes provided by the PSHE association to map out our PSHE units and to ensure all areas are covered by the end of KS2.

Princess May PSHE Overview						
PSHE	Discover		Explore		Create	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rules and Relationships	Emotions	Health and Wellbeing	Relationships -Bullying	Family	Finance and safety
Year 2	Relationships and E-Safety	Behaviour and Collaboration	Health and Wellbeing	Growing and Changing	Relationships -Bullying	Finance and Emotions
Year 3	Rules and E-Safety	Relationships	Health and Wellbeing	Health and Wellbeing	Growing and Changing/ First Aid	Communication and Collaboration
Year 4	E-safety and Stereotypes	Emotions/ Bullying	Health and Wellbeing	Communication and Emotions	Goals and Aspirations	Relationships and Finance
Year 5	Rules and E-Safety	Emotions	Health and Wellbeing	Safety	Health and Wellbeing	Communication and Collaboration
Year 6	Aspirations and E-Safety	Similarities and Differences	Health and Wellbeing	Healthy Relationships	Finance and Economic Awareness	Relationships and Sex Education

## Educational Visits

We are constantly looking for new and meaningful experiences that will enrich the children's understanding of the world.



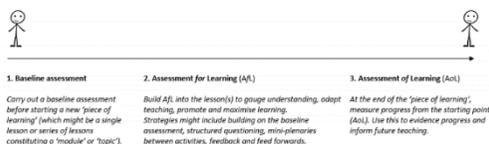
# Assessment

Children's progress is continually monitored throughout their time at Princess May Primary School and is used to inform future teaching and learning. Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Baseline assessment will be used to gauge what has been learned and what still needs to be learned.

It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative assessment**. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

through questioning, discussion, brainstorming etc.

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning.



## Baseline assessment

PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. This can be done



# Expectations

- Long term planning for PSHE will be based on the agreed curriculum map for each year group.
- Medium term planning will take place every half term, and an overview of learning objectives written towards the objectives set out by the PSHE association.
- We are committed to link our learning in PSHE to other areas of the curriculum. Speaking and Listening is actively promoted during PSHE sessions.
- The assessment of knowledge and understanding will be planned for as part of the teaching process.
- PSHE will be taught by the class teacher.
- Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills. Most differentiation in PSHE will be made through the use of questioning and support offered.
- Teachers in their planning of activities will consider sensitive issues. Children should always be encouraged to consider their feelings and those of others.
- Pupils will normally be organised into small groups and encouraged to work co-operatively for PSHE work.
- A wide range of teaching and learning styles will be used, such as role play, conscience alley etc.
- Equal opportunities in PSHE will be given to all pupils. (See Equal Opportunities policy).
- If children choose to disclose information, they will be treated sensitively and disclosures will be taken seriously and noted on CPOMs.
- Floorbooks will be used to evidence PSHE work.



# The Role of the Subject Leader

- Be responsible for the development of PSHE in school.
- Monitor the effectiveness of PSHE throughout the whole school.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Be responsible for providing appropriate PSHE resources and sourcing outside agencies.



# Monitoring and Review

Delivery of the PSHE curriculum will be monitored within the school monitoring cycle: teacher observations, planning, interviews with children, analysis of the data and parent/carer feedback.

The governing body monitors the impact of our sex education policy on an annual basis and recommends if the policy needs modification. The Teaching and Learning Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of our sex education programme. This policy will be reviewed every two years or earlier if necessary.

Policy Reviewed	May 2020
Adapted by Governing Board	July 2020
Review Date	May 2021