



**Bishop David  
Sheppard**

**CE Primary School**

Following Jesus, together we succeed

# **PSHE Policy**

Date: September 2022

Renewal Date: September 2025

*Following Jesus, together we succeed*

**This policy has been adopted with the approval of the Governing Body. It will be renewed on a regular basis. This policy reflects the ethos of the articles agreed at the U.N. convention on the Rights of the Child.**

**This PSHE policy sits alongside our behaviour policy and has its foundations in the school's mission statement and our Christian values of Friendship, Compassion, Forgiveness, Endurance, Respect and Fairness which are expressions of Christian love.**

### **PSHE education in the National Curriculum**

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils and 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 the opportunities, responsibilities and experiences of later life.*

DfE PSHE education guidance, which supplements the national curriculum framework, also advises that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle'.*

Ofsted's grade descriptors for PSHE education make a clear connection between PSHE education, SMSC, Personal development, behaviour and welfare. Our school is committed to the provision of PSHE which promotes the safeguarding of all our pupils by teaching them how to stay safe and healthy in a variety of situations.

At Bishop David Sheppard CE Primary School we believe that the personal, social and health development of each child has a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that our children need to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See Safeguarding Policy.)

Pupils' Personal, Social, Health, Emotional and Citizenship development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

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**

Our aim at Bishop David Sheppard is to create and sustain an environment supportive to personal, social and health well-being. We aim to motivate and equip children with the necessary PSHE and Citizenship skills to:-

- Know and understand a healthy lifestyle;

- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent members of a community, such as school;
- 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 community.

The PSHE curriculum is primarily taught through PE, Science and Religious Education. We also organise many trips and visitors to support the teaching of PSHE as well as a programmed series of whole school assemblies which introduces each unit. The Programme of Study recommended by the PSHE Association is based on three 'core themes' within which there will be overlap and flexibility:

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

PSHE themes are planned and delivered throughout the year; New Beginnings, Getting On and Falling Out, Going for Goals, Good to be Me, Relationships (linked to Ascension and The Trinity) and Changes (linked to Pentecost). The RE and PSHE action plans specifically reflect the commitment to Global Neighbours and how this is delivered throughout our curriculum and planned whole school worship cycle.

### **Core Theme 1: Health and Wellbeing**

#### **In Key Stages 1 and 2, pupils should be taught:**

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing

- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing

### **Core Theme 2: Relationships**

#### **In Key Stages 1 and 2, pupils should be taught:**

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

### **Core Theme 3: Living in the Wider World**

#### **In Key Stages 1 and 2 pupils should focus on ‘economic wellbeing and being a responsible citizen’ and be taught:**

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people’s lives
- a basic understanding of enterprise

## ASSESSMENT

The assessment of PSHE is measured through the subjects of PE, Science and RE as well as through less tangible curriculum areas such as behaviour records, evidence file materials and Floor Books. It is also measured through pupil responses to questionnaires and evidence of displays.

Notes & Guidance: Core Theme 1. Health and Wellbeing	
Key Stage 1	Key Stage 2
<p><b>Pupils should have the opportunity to learn:</b></p> <ol style="list-style-type: none"><li>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li><li>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</li><li>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li><li>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li><li>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li><li>6. the importance of and how to maintain personal hygiene</li><li>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li></ol>	<p><b>Building on Key Stage 1, pupils should have the opportunity to learn:</b></p> <ol style="list-style-type: none"><li>1. what positively and negatively affects their physical, mental and emotional health (including the media)</li><li>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'</li><li>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li><li>4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li><li>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li><li>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</li></ol>

**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

**14.** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

**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

**14a.** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

**14b.** 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
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## Notes & Guidance: Core Theme 2. Relationships

### Key Stage 1

Pupils should have the opportunity to learn:

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

### Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

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 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

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

## Notice and Guidance Core Theme 3 Living in the Wider World

### Key Stage 1

#### **Pupils should have the opportunity to learn:**

- 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
- 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,

### Key Stage 2

#### **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 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