



Personal, Social, Health and Economics Education (PSHEe) Policy

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If you would like to see a signed copy of this policy please contact the School on 02380 774814 or on info@foundrylaneprimary.co.uk

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This policy is to be reviewed on: June 2023

This policy will be reviewed by: Teaching and Learning Committee

PSHEe at Foundry Lane Primary School

Foundry Lane Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning.

This policy covers our school's approach to nurture individuals and develop pride and mutual respect for each other and our school within our diverse and inclusive community.

Policy Accountability

The policy is available to parents and carers through documentation being readily available to download on the school website. If you require this policy in a printed format, please contact the school office.

Curriculum Intent

Our PSHEe programme promotes our school ethos and is underpinned by the school values and our curriculum intent.

At Foundry Lane Primary School, our vision within the PSHE curriculum is to provide clear skills and understanding to enable learners to leave primary school with a strong personal identity and an ability to confidently articulate their feelings and emotions. By the time they leave us our pupils will be able to thrive as individuals, family members and members of society. Our PSHE curriculum will enable young people acquire the knowledge, understanding and skills they need to successfully manage their lives.

It is deliberately structured to ensure all year groups are covering similar topics across the academic year, under the umbrella headings of Relationships, Health and Sex education. This enables us to approach PSHE in a cross curricular way, using visitors, assemblies and trips to enhance the learning experience. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

Foundry Lane Primary School's PSHE curriculum, reflects our context by actively promoting British values of democracy, the rule of law and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. All our year groups have weekly, timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. This time is used to listen to others and to share views with the support of peers and staff.

Policy Aims and Objectives

We believe that PSHEe should enable children to become healthier, more independent and more responsible members of society. We encourage our children 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 and self-identity. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through the election of class representatives, who make up the 'School Council'. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community.

Through their PSHE lessons and collective worship pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE are to enable the children to:

- know and understand how to live a healthy lifestyle
- be aware of how to keep safe at home, in the community and online
- understand how to create healthy and positive relationships with friends, family and their school community.
- have respect for others and themselves.
- be independent and responsible members of the school community
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- actively promote British Fundamental Values (BFV)

Creating a Safe and Supportive Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital.

We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year by teachers and children so they have ownership of them. These will be reinforced in every PSHE lesson.

These will need to include the examples such as the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass in class discussions
- We respect each other's privacy (confidentiality)
- Discussions remain in the safe space of the classroom

Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, sexuality (LGBTQ+) or personal circumstance (Equality Act 2010). Foundry Lane Primary School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Teaching will take into account the age, ability, readiness, personal circumstances and cultural backgrounds of children to ensure that all can fully access PSHE education provision. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE.

Relationships and Sex Education

We are required to teach relationships education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools. Sex Education is not compulsory as laid out in our policy for Relationships and Sex Education.

The PSHE policy supports the following policies:

- Education Act (1996)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

Intended Outcomes

As a result of our PSHEe teaching, pupils will be taught the subject knowledge in accordance to the long term map. See appendix A

Teaching and Learning

We allocate one hour a week for each year group during curriculum time to PSHE education. Our PSHE education provision is mapped and planned effectively using the PSHE Association Planning Toolkit and PSHE Association accredited resources. Updates of accredited resources are shared during staff meetings and accessible to all teachers on the school server. On many occasions PSHE topics are introduced through other areas of the curriculum (Science, Physical Education, ICT and online safety, Religious Education) and these can be seen on the Year group topic overviews. We will determine pupils' prior knowledge and starting points by assessing children's understanding using assessment for learning tools.

The programme will be taught through a range of teaching methods, including class discussions, whole school collective worship, school council and other approved outside agencies. We will ensure the curriculum is broad and balanced through the use of a detailed Medium Term plan, which includes prior learning objectives to inform planning for the next year group.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE and RSE lesson.

The Early Years Foundation Stage

We teach PSHE in Reception as an integral part of the curriculum. We relate the PSHE aspects of the children's work to development matters and assess the objectives set out in the Early Learning Goals (ELGs).

Assessment For Learning

Before each unit of work, our teachers will provide opportunities for children to share prior knowledge. Assessment will include Draw it, Write it and Score What I Know activities. Our teachers assess the children's work in PSHEe both by making judgements as they observe and listen to children during lessons and by assessing any recorded work against specific learning objectives from the PSHEe Medium Term Plan.

Teaching Responsibilities and Staff Training

The PSHEe subject leaders and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The PSHE subject leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. The subject leaders will support colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

When using external speakers to deliver aspects of our PSHEe programme we will ensure that these support and benefit our PSHEe curriculum and needs of the children in our school. Their input will be carefully planned and monitored to ensure they complement the programme.

Confidentiality and Handling Disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns on CPOMS and a member of the Designated Safeguarding Team (DSL) will take action as laid down in the Safeguarding and Child Protection Policy.

All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that we cannot always keep what we know confidential and reasons why will be explained. The child will be supported by the teacher throughout the process.

Responding to Pupils Questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. When age appropriate, we will allow pupils to raise anonymous questions by having an 'Ask it Basket' situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them the following day and remind children not to use search engines to find their own answers. If a safeguarding issue is raised by an anonymous question we will ensure that action is taken in accordance to the Safeguarding and Child Protection Policy.

Involving Parents and Carers

We are committed to working with parents and carers. We will communicate with parents and carers by making them aware of the topics covered in the PSHE curriculum (See Appendix 1) and encourage discussion of these topics at home.

- We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum. (See Sex and Relationships Education Policy)

Appendix 1 – Foundry Lane Primary School’s PSHEe long term overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Topics	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community resilience	Media literacy and digital	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others’ needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 4	Positive friendships, including online routines;	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care;	Personal identity including faith, gender, beliefs.	Medicines and household products; drugs common to everyday life Keeping safe in different situations, including responding in emergencies and first aid.
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Personal identity; recognising individuality and different qualities; mental wellbeing	Physical and emotional changes in puberty; external genitalia; personal hygiene support with puberty	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition and FGM.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media