



Shawlands Primary School

**Personal, Health and Social Education Policy
REVIEWED EVERY 3 YEARS**

Reviewed: Spring 22

Written by A Marshall

Signed.....

Approved by the Governing Body on:

Signed.....



Shawlands Primary School

Personal, Health and Social Education Policy



At Shawlands Primary School, children are taught compulsory Relationship and Health Education, which became statutory in September 2020 as part of the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. This is supplemented by non-compulsory Sex Education in UKS2, with the policy for this on our website. We refer to this as our PSHE curriculum, as we believe our curriculum contributes to the personal, social, health and emotional wellbeing of our children, giving them the knowledge, skills and understanding to lead confident, healthy, independent lives. This underpins all of the work that we do in school, including our behaviour policy, which can be found on our website. Our curriculum aims to ensure that our learners are life-ready when they leave Y6 and that they play an active and successful role in the wider community.

ORGANISATION OF THE CURRICULUM

At Shawlands Primary School, we follow the '1 Decision' scheme of work, which provides a broad and balanced curriculum that ensures progression and coverage across all year groups from Reception to Y6. The main focus of this scheme is decision making, which links to our main school rule of 'Make the right choice'. This rule underpins the 'why' across all of our curriculum.

The scheme follows a model of delivery where the whole school will be working on the same topic which can be seen on appendix a. Children are encouraged to make decisions and take responsibility for their choices and actions through discussion, videos and activities. Class teachers and HLTA's use the scheme's resources to supplement both discrete and cross-curricular teaching in a variety of ways:

- Discrete timetabled PSHE
- In combination with other subjects through cross-curricular planning
- Through visits, visitors and special events, e.g. Crucial Crew and South Yorkshire Police
- Through assemblies
- Special themed weeks like 'Friendship Week' or 'Enterprise Week'

ACCESSABILITY

At Shawlands, it is vital that PSHE is accessible for all. This is why high quality teaching is differentiated and personalised for the needs of all children, including pupils with special educational needs and disabilities. We take into account the preparing for adulthood outcomes, which are set out in the SEND code of practice, when teaching this subject to those with SEND (see SEND Policy for further information). We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, therefore we take these factors into account when planning the PSHE curriculum and ensure that children have the support in place to ensure they can access the learning appropriately and safely.

ASSESSMENT

In PSHE, teachers assess pupils understanding through both verbal and written assessment. Teachers use pupil self-assessment to allow children to show their own understanding and are encouraged to reflect on their learning. A Marshall, PSHE coordinator, will complete periodic work scrutinies of topic books and have discussions with class teachers to ensure expected coverage is being met and there is a progression of skills across year groups.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Friendships/ All About Me Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Starting school Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Tidying up responsibilities Develop their sense of responsibility and membership of a community.</p>		<p>All about our friends Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts.</p>	<p>Healthy food: Make healthy choices about food, drink, activity and tooth brushing. ²</p>		
Development Matters statements	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, ² using the toilet, washing and drying their hands thoroughly. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>					
Reception	<p>Friendships/ All About Me: See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Road safety day-¹ Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.</p>			<p>Healthy eating: Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>		
Development matters Statements	<p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - tooth brushing. ² - being a safe pedestrian. ¹</p>					

<p>*Early Learning Goals</p>	<p><i>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</i> <i>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> <i>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>*Work and play cooperatively and take turns with others.</i> <i>*Form positive attachments to adults and friendships with peers.</i> <i>*Show sensitivity to their own and to others' needs.</i></p>					
<p>Year 1 and 2</p>	<p>Keeping / staying safe – Road Safety^{1 7}</p> <p>Keeping / staying healthy– Washing Hands</p>	<p>Relationships – Friendships</p> <p>Fire Safety – Hotx Calling</p> <p>Being Responsible – Water spillages</p>	<p>Feelings and Emotions– Jealousy,</p>	<p>Computer Safety – Online Bullying</p>	<p>Our World– Growing in our World</p>	<p>Hazard Watch – Is it safe to eat or drink?</p>
<p>Year 3 and 4</p>	<p>Keeping / Staying Safe – Staying Safe (Leaning out of Windows)⁷</p> <p>Keeping / Staying Healthy – Medicine⁷</p>	<p>Growing and Changing – Touch (discrete for Y3 only)</p> <p>Growing and Changing – Appropriate touch (discrete for Y4 only)</p> <p>Being responsible – Stealing</p>	<p>Feelings and Emotions – Grief</p>	<p>Computer Safety – Making Friends online</p>	<p>Our World – Looking After our World</p>	<p>First Aid⁷– Asthma and Anaphylactic shock (Y4 discrete)</p> <p>A World without Judgement– Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)</p>
<p>Year 5 and 6</p>	<p>Keeping / Staying Safe– Peer Pressure (covered also at Crucial Crew)⁷</p> <p>Keeping / Staying Healthy – Smoking (Y6 Science objective and covered in DART sessions)⁶</p>	<p>Growing and Changing – Puberty (discrete Y5 only)</p> <p>Growing and Changing – Conception (discrete for Y6 only)</p> <p>Being Responsible – Looking out for Others</p>	<p>Feelings and Emotions – Anger⁸</p>	<p>Computer Safety – Image Sharing</p>	<p>The Working World – Enterprise</p>	<p>First Aid⁷– Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete)</p> <p>A World Without Judgement – Inclusion and Acceptance</p>
<p>Data for children in Barnsley that links to PSHE – areas that drive our curriculum and we need to consider teaching in further detail.</p>	<p>¹ Children killed and seriously injured on the road. ² 5 year olds with visibly obvious dental decay. ³ Under 18 conception rate. ⁴ Teenage mothers. ⁵ Admissions to hospital for alcohol specific conditions. ⁶ Mothers smoking at the time of delivery. ⁷ A&E attendance. ⁸ Hospital admissions as a result of self-harm.</p>					

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Nursery	<p>Friendships/ All About Me Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Starting school Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Tidying up responsibilities- Develop their sense of responsibility and membership of a community.</p>		<p>All about our friends- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts.</p>	<p>Healthy food: Make healthy choices about food, drink, activity and tooth brushing. ²</p>		
Development Matters statements	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, ² using the toilet, washing and drying their hands thoroughly. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>					
Reception	<p>Friendships/ All About Me: See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Road safety day:¹ Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>			<p>Healthy eating- Know and talk about the different factors that support their overall health and wellbeing: healthy eating.</p>		
Development matters Statements	<p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - tooth brushing ² - being a safe pedestrian. ¹</p>					

<p>Early Learning Goals*</p>	<p><i>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i></p>					
<p>Year 1 and 2</p>	<p>Keeping / staying safe - Preventing Accidents (tying Shoelaces)⁷</p> <p>Keeping / staying healthy - Healthy Eating, healthy and Brushing Teeth²</p>	<p>Relationships- Bullying</p> <p>Fire Safety- Petty Arson</p> <p>Being Responsible - Practise makes perfect</p>	<p>Feelings and Emotions- Worry and Anger</p>	<p>Computer Safety- Image sharing</p>	<p>Our World- Living in our World and Working in our world</p>	<p>Hazard Watch - Is it safe to play with?</p>
<p>Year 3 and 4</p>	<p>Keeping / Staying Safe - Cycle Safety¹</p> <p>Keeping / Staying Healthy - Healthy Living</p>	<p>Growing and Changing - Touch (discrete Y3 only)</p> <p>Growing and Changing - Appropriate touch (discrete Y4 only)</p> <p>Being Responsible - Coming Home on Time</p>	<p>Feelings and Emotions - Jealousy</p>	<p>Computer Safety - Online Bullying⁸</p>	<p>The Working world - Chores at Home</p>	<p>First Aid⁷ - Asthma and Anaphylactic shock (Y4 discrete)</p> <p>A World without Judgement Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)</p>
<p>Year 5 and 6</p>	<p>Keeping / Staying Safe - Water Safety⁷</p> <p>Keeping / Staying healthy - Alcohol (Y6 Science objective + covered in DART sessions)^{5 7}</p>	<p>Growing and Changing - Puberty (discrete Y5 only)</p> <p>Growing and Changing - Conception (discrete Y6 only)^{3 4}</p> <p>Being responsible - Stealing</p>	<p>Feelings and Emotions - Worry⁸</p>	<p>Computer Safety - Making friends online</p>	<p>The Working World - In-app purchases</p>	<p>First Aid⁷ - Basic life support (Y5 discrete) Head injuries and severe bleeding (Y6 discrete) Minor burns and scalds (Y6 discrete)</p> <p>A World Without Judgement - British Values</p>
<p>Data for children in Barnsley that links to PSHE - areas that drive our curriculum and we need to consider teaching in further detail.</p>	<p>¹ Children killed and seriously injured on the road. ² 5 year olds with visibly obvious dental decay. ³ Under 18 conception rate. ⁴ Teenage mothers. ⁵ Admissions to hospital for alcohol specific conditions. ⁶ Mothers smoking at the time of delivery. ⁷ A&E attendance. ⁸ Hospital admissions as a result of self-harm.</p>					