



Old Vicarage School

PSHE (Personal, Social, Health & Economic) Education Policy

This policy applies to the whole school, including the EYFS.

This policy should be read in conjunction with the School's RSE, Anti-Bullying, Behaviour, Equal Opportunities, Individual Needs, E-Safety, Child Protection & Safeguarding and SMSC (Spiritual, Moral, Social & Cultural) Policies.

Aims

At Old Vicarage School we promote personal wellbeing and development through a comprehensive programme of Personal, Social, Health & Economic (PSHE) Education. PSHE is the curriculum subject that gives pupils the knowledge, skills, attitudes and understanding that they need to live safe, confident, and healthy lives.

Our key aims are to:

- Promote the spiritual, moral, social and cultural development of all pupils
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about healthy relationships, the meaning of family and who can support them
- Promote safety in forming and maintaining relationships.
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Teach pupils the importance of health and hygiene
- Prepare pupils to be positive and active members of a democratic society
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Teach pupils to make informed choices
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Teaching and learning

PSHE Education is an important and necessary part of all pupils' education. Our broad curriculum is made up of core themes:

1. Health & Wellbeing

This area of PSHE Education teaches children how to stay healthy, both physically and mentally. They will learn about:

- The parts of the body and the physical similarities and differences between boys and girls
- What is meant by a healthy lifestyle
- Ways of keeping physically and emotionally safe
- The importance of self-respect and mental wellbeing
- How to recognise and talk about their feelings
- How to make informed choices and where to get help
- The health benefits of physical activity and time outdoors
- What is meant by 'privacy'

2. Relationships – See RSE policy

3. Living in the Wider World

This area of PSHE Education teaches pupils about society and the economy. They will learn:

- How to make and follow group, class, and school rules
- About the ways in which we are all unique and the things we have in common
- About basic human rights
- What protects and harms the environment
- How the wider community operates
- How to keep themselves safe in the community
- What to do in an emergency situation
- About their rights and responsibilities as members of families, other groups and citizens
- How to make choices about spending or saving money
- To respect national, regional, religious, and ethnic identities

In the Upper School, weekly PSHE lessons are taught by class teachers, although some elements are covered in Physical Education, Religious Studies and ICT. Lower School teachers have more opportunities to teach at unplanned times in the day. They can also observe the children during role play sessions and intervene to model communication skills.

Learning is not restricted to the classroom; it runs through all aspects of school life including the playground, assemblies, competitions, school trips (for example, visits to the Houses of Parliament), performances and special visitors. Whole school initiatives such as "buddying" between older and younger girls, the School Council (Years 2 – 6), the Harvest Festival collection and a School Charity election provide valuable learning experiences. Early Years Reception class children spend time with Year One pupils to help prepare them for transition to the next stage of their education.

We run a school-wide programme of character qualities such as Honesty, Wisdom and Consideration. These change every half term and form the focus of PSHE Education lessons and assemblies.

We promote fundamental British values, including tolerance and respect.

A summary of the School's PSHE Education Syllabus is attached at Appendix 1.

Teaching methods

All materials used are designed for primary school use to ensure all the content is age appropriate.

Teaching staff are professional and sensitive in their approach and may refuse to answer questions or discuss topics in front of the class that could offend anyone or upset religious sensitivities and beliefs. Pupils will instead be encouraged to ask their questions to adults at home. Particular care will be taken not to stigmatise pupils based on their home circumstances and needs, to reflect that some children may have a different structure of support around them.

Pupils will be invited to express their personal opinions and feelings, whilst being encouraged to treat each other with kindness and respect and value the opinions and feelings of others.

Pupils with SEN (Special Educational Needs)

We need to ensure that the needs of pupils with SEN are met. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN. We are mindful that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEN

Confidentiality

Teachers will conduct PSHE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the School's Safeguarding Policy.

Equality and respect

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise and understand that sometimes these may be in tension with some aspect of this policy.

Working with parents

The School is well aware that the primary role in children's PSHE Education with parents and carers. We wish to build a positive and supporting relationship with the parents of children in our school through mutual understanding, trust and co-operation.

We will do this by:

- Informing parents about this policy and answering any questions they may have.
- Providing parents with year group PSHE Education at curriculum evenings and sharing useful resources with them.
- Listening considerately and seriously to any issues that parents raise in relation to this policy or our arrangements for teaching PSHE Education in the School.

Development and review of Policy

This policy will be made available to governors, parents and the public on the policies section of the Old Vicarage School website.

Signed: **Gill Linthwaite**
Head

Mandy Fawcett
Deputy Head

Last reviewed: June 2022

Franky Hendry

Next review: June 2024

Head of PSHE Education

PSHE EDUCATION SYLLABUS SUMMARY: LV TO YEAR 6

The PSHE Education syllabus take into account the needs of our children and our aim to provide each child with a sound basis to cope with the ever changing world around them. Each topic is covered at the appropriate level in each year group. We also ensure there is space in the curriculum to discuss pertinent issues that may affect our children and the wider community.

Group	Autumn		Spring		Summer	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>

Age Group	Autumn		Spring		Summer	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
Ages 7-8	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Age Group	Autumn		Spring		Summer	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>

Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
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	Autumn		Spring		Summer	
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>