



# Curriculum Policy

# PSHE



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# PSHE Policy

## What is our vision?

At Farington Primary School, our PSHE curriculum aims to inspire all children to reach their full academic and emotional potential. We believe it is important because all children have a right to be safe.

It aims to support them in developing personally, socially, and emotionally; whilst tackling the moral, social, and cultural issues of growing up. It should give our children the opportunity to acquire the life skills needed to become positive members of a global community, while teaching children about the rights and responsibilities needed to live in a diverse society. Our curriculum is age appropriate, progressive, and inclusive to all.

## Curriculum Aims and Impact:

The aims of PSHCE are to enable the children to:

- ❖ know and understand what constitutes a healthy lifestyle.
- ❖ be aware of safety issues.
- ❖ understand what makes for good relationships with others.
- ❖ have respect for others.
- ❖ be independent and responsible members of the school community.
- ❖ 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 school and the wider community.

In turn children will be equipped to live healthy, safe, productive, and capable lives in an ever changing and growing society. They will be resourceful in making effective transitions and achievements in economic wellbeing and develop the skills to make suitable career choices. Children will be able to independently identify and manage risk, make informed choices, and understand what influences their decisions and finally understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

## Early Years Educational Programme

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and

manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.


## How do we achieve this?

- ❖ By using our clear and comprehensive scheme of work in line with the National Curriculum. At Farington Primary School, we have adopted the use of One Decision to deliver our PSHE curriculum, ensuring all key skills are covered. This is then supplemented with a variety of learning experiences to suit the needs of our pupils. These are adapted and modified, by the class teachers, depending on their cohort of children and their needs.
- ❖ Whole school, Key Stage and class assemblies always make a link to PSHCE, British Values and SMSC.
- ❖ At Farington, we believe that PSHE plays a vital part of a primary education and needs to be taught at least once weekly. If the opportunity arises to make cross curricular links, then these opportunities should not be missed. On some occasions, staff may feel it necessary to teach PSHE as a result of an issue which has arisen within their own class.
- ❖ We believe that the purpose of PSHCE education is to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: i.e., drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle

## Scheme of Work:

### One Decision Programme of Study

At Farington we use One Decision to deliver our PSHE curriculum, ensuring all key skills are covered. This is then supplemented with a variety of learning experiences to suit the needs of our pupils. These are adapted and modified, by the class teachers, depending on their cohort of children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Reception</b>	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).	In Reception children will work towards achieving the Early Learning Goals for Personal, Social and Emotional development. They will do this by using the One Decision resources (Dilemma Drops).
<b>Year 1</b>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>• Bullying – Anti Bullying Oath (Online)</li> <li>• Who/What is special to me?</li> <li>• Different Faces</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Feelings and Emotions</b> <ul style="list-style-type: none"> <li>• Jealousy – Recognising <b>strengths</b></li> <li>• Worry – Tree of Trust</li> <li>• Feelings Doll</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Healthy:</b> <ul style="list-style-type: none"> <li>• I can wash my <b>hands</b></li> <li>• I can brush my <b>teeth</b></li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Safe:</b> <ul style="list-style-type: none"> <li>• Who can I talk to?</li> <li>• Safe place to <b>cross</b></li> <li>• Spot danger</li> <li>• I can keep myself safe by...</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Being Responsible:</b> <ul style="list-style-type: none"> <li>• Being Kind or Thoughtful</li> <li>• My Favourite Toy</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Computer Safety:</b> <ul style="list-style-type: none"> <li>• Is this kind?</li> </ul> <b>Hazard Watch</b> <ul style="list-style-type: none"> <li>• Safety Detectives</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>• To be weaved into each class and taught through British Values assemblies.</li> </ul>

<b>Year 2</b>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Appropriate touching</li> <li>Design the perfect friend</li> <li>Bullying</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Feelings and Emotions</b> <ul style="list-style-type: none"> <li>Different Feelings</li> </ul> <b>Fire Safety</b> <ul style="list-style-type: none"> <li>When should we call 999?</li> <li>The Map</li> <li>What can cause a fire?</li> <li>Distractions</li> <li>Fire safety quiz</li> <li>Fire safety declaration</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Healthy:</b> <ul style="list-style-type: none"> <li>Healthy Dinner</li> <li>Unhealthy Dinner</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Safe:</b> <ul style="list-style-type: none"> <li>Who keeps me safe?</li> <li>Is it safe?</li> <li>Safety Poster</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Being Responsible:</b> <ul style="list-style-type: none"> <li>In class I should...</li> </ul> <b>Money Matters</b> <ul style="list-style-type: none"> <li>Different types of money.</li> <li>Money around the world.</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Computer Safety:</b> <ul style="list-style-type: none"> <li>Should I share?</li> <li>Should I respond?</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>
<b>Year 3</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Relationship web</li> <li>Complete Deedee's Sentences</li> <li>Bullying</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Feelings and Emotions</b> <ul style="list-style-type: none"> <li>The Anger Rules</li> <li>Grief – My Memory Box</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Healthy:</b> <ul style="list-style-type: none"> <li>Medicines</li> <li>Healthy Message Board</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Keeping/Staying Safe:</b> <ul style="list-style-type: none"> <li>Our safety rules</li> <li>Warning signs</li> <li>Create your own warning sign?</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Being Responsible:</b> <ul style="list-style-type: none"> <li>Target sheet</li> <li>When I am 11</li> </ul> <b>Money Matters</b> <ul style="list-style-type: none"> <li>Deedee's pocket money</li> <li>Deedee's fundraising ideas</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>	<b>Computer Safety:</b> <ul style="list-style-type: none"> <li>Deedee's Golden Rules</li> <li>Computer Safety Declaration</li> </ul> <b>British values</b> <ul style="list-style-type: none"> <li>To be weaved into each class and taught through British Values assemblies.</li> </ul>

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<b>Year 4</b>	<b>The Working World: Chores at home</b> <ul style="list-style-type: none"> <li>My Chores chart</li> <li>My ideal job</li> <li>My contributions</li> <li>Where does money come from.</li> </ul>	<b>Being Responsible: Coming home on time</b> <ul style="list-style-type: none"> <li>Being on time</li> <li>How important is it?</li> <li>Being punctual</li> <li>Responsible behaviour</li> </ul> <b>Computer Safety: Online bullying</b> <ul style="list-style-type: none"> <li>Positives and negatives</li> <li>Darlee is feeling sad</li> <li>Anti - Bullying message tree</li> <li>Coping with online bullying</li> </ul>	<b>Keeping/Staying Healthy: Healthy living</b> <ul style="list-style-type: none"> <li>Healthy living choices</li> <li>What I know about healthy eating</li> <li>The five main food groups</li> <li>Darlee's balanced menu</li> <li>Food detectives</li> </ul>	<b>A World Without Judgment: Breaking down barriers</b> <ul style="list-style-type: none"> <li>A world without judgement</li> <li>My strengths and goals</li> <li>Are we the same?</li> <li>Focus on strength</li> </ul>	<b>Keeping/Staying Safe: Cycle safety</b> <ul style="list-style-type: none"> <li>How can we keep safe?</li> <li>Help Darlee</li> <li>Who can help?</li> <li>Think first</li> </ul>	<b>Feelings and Emotions: Jealousy</b> <ul style="list-style-type: none"> <li>Feeling and emotions</li> <li>Thoughts feelings and behaviours</li> <li>I can also feel...</li> <li>Dear Darlee (Jealousy)</li> </ul> <b>Growing and Changing: Appropriate touch (Relationships)</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Types of relationships</li> <li>Healthy and unhealthy relationships</li> <li>Who can we tell?</li> <li>Appropriate or Inappropriate touch</li> </ul>
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						Inappropriate touch
<b>Year 5</b>	<b>The Working World: Enterprise</b> <ul style="list-style-type: none"> <li>Money making ideas</li> <li>Help Darlee save</li> <li>Create your own enterprise</li> </ul> <b>Adults and Children's views Money management (Budgeting &amp; Needs/Wants)</b>	<b>Being Responsible: Looking out for others</b> <ul style="list-style-type: none"> <li>How can we help others?</li> <li>Dear Darlee...</li> <li>Looking out for others</li> <li>Thinking of others</li> <li>Is this responsible?</li> </ul> <b>Computer Safety: Image sharing</b> <ul style="list-style-type: none"> <li>Darlee's image survey</li> <li>Do you agree?</li> </ul>	<b>Keeping/Staying Healthy: Smoking</b> <ul style="list-style-type: none"> <li>What I know about smoking</li> <li>Dear Darlee (Smoking)</li> <li>Smoking detectives</li> <li>Reflections on smoking</li> </ul> <b>Adults and Children's views First Aid</b>	<b>A World Without Judgment: Inclusion and acceptance</b> <ul style="list-style-type: none"> <li>How are we all different?</li> <li>My profile</li> <li>Our diverse world</li> </ul> <b>Adults and Children's views</b>	<b>Keeping/Staying Safe: Peer Pressure</b> <ul style="list-style-type: none"> <li>Peer pressure</li> <li>Managing peer pressure</li> <li>My risk assessment</li> <li>Dear Darlee (Peer Pressure)</li> </ul> <b>Adults and Children's views</b>	<b>Feelings and Emotions: Anger</b> <ul style="list-style-type: none"> <li>How is Darlee feeling?</li> <li>Healthy and unhealthy anger</li> <li>Darlee's five steps</li> </ul> <b>Growing and Changing: Puberty</b> <ul style="list-style-type: none"> <li>What I know about puberty</li> <li>Female body</li> <li>Male body</li> <li>Coping with puberty</li> </ul>

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		<ul style="list-style-type: none"> <li>Image sharing checklist</li> <li>Adults and Children's views</li> </ul>				<b>Adults and Children's views</b>
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<b>Year 6</b>	<b>The Working World:</b> <b>In app purchases</b> <ul style="list-style-type: none"> <li>Darlee wants to <a href="#">know</a></li> <li>Family budget</li> <li>Price comparison</li> <li>Write a <a href="#">letter</a></li> </ul>	<b>Being Responsible:</b> <b>Stealing</b> <ul style="list-style-type: none"> <li>Stealing</li> <li>Dear Darlee (Stealing)</li> <li>Is this stealing?</li> <li>How can we be responsible?</li> </ul> <b>Computer Safety:</b> <b>Making friends online</b> <ul style="list-style-type: none"> <li>What's that app?</li> <li>Age restrictions</li> <li>Making friends online</li> <li>Staying safe online</li> </ul> <b>Money Management -</b> Understanding the value of money and learning how to plan and budget.	<b>Keeping/Staying Healthy:</b> <b>Alcohol</b> <ul style="list-style-type: none"> <li>What I know about alcohol</li> <li>Dear Darlee (Alcohol)</li> <li>Keeping/Staying healthy.</li> <li>Drug extension work.</li> </ul>	<b>A World Without Judgment:</b> <b>British Values</b> <ul style="list-style-type: none"> <li>British values</li> <li>Different religions</li> <li>Respecting one another</li> <li>Design your perfect <a href="#">world</a></li> </ul> <a href="#">London Residential Parliament Visit / Debating West End Show - Theatre Visit - Olympic Tour / Olympic Values</a>	<b>Keeping/Staying Safe:</b> <b>Water Safety</b> <ul style="list-style-type: none"> <li>Danger signs</li> <li>The 1Decision times</li> <li>My warning <a href="#">sign</a></li> <li>Staying safe</li> </ul> <b>First Aid:</b> <a href="#">Heartstart 1<sup>st</sup> Aid Course</a>	<b>Feelings and Emotions:</b> <b>Worry</b> <ul style="list-style-type: none"> <li>Worry</li> <li>Dear <a href="#">Darlee</a> (Worry)</li> <li>What can they do?</li> <li>Managing my emotions</li> </ul> <b>Growing and Changing:</b> <b>Conception</b> <ul style="list-style-type: none"> <li>The human cycle</li> <li>Female reproductive system</li> <li>Male reproductive system</li> <li>The stages of pregnancy</li> <li>What I know now</li> </ul>
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The following list shows the additional learning opportunities given to enhance the children's learning.

- ❖ Growth Mindset
- ❖ Anna Freud Mental Health
- ❖ Money Management
- ❖ Fire Safety (Yr2&6)
- ❖ PC Tony - Anti-Social Behaviour
- ❖ Bike ability
- ❖ First Aid
- ❖ Re Trips/ visitors
- ❖ Assemblies.

Teachers are able to adapt and add extra opportunities for children to develop their PSHE key skills within the wider curriculum.

## Resources:

Resources can be found on the One Decision website.

## Assessment – How do we assess skills and understanding?

### **Early Years**

In Reception, children are assessed against the Early Learning Goals. The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

### ***ELG: Self-Regulation***

- 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.

***ELG: Managing Self***

- 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.

***ELG: Building Relationships***

- 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.

**Key Stage 1 & 2**

Assessment for learning should occur throughout the entire PSHE lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. Future lesson design should depend on class success evaluated through marking and observations made during the lesson. Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers assess against end of year expectations in line with their year group; identifying who is entering, developing, secure or working in greater depth at their year group level. This allows teachers to assess children's progress in PSHE, gathering evidence over the course of the year. Teachers use this information to inform planning for groups and individual pupils; this supports the delivery of nurture clubs. Tracking is used to identify the needs of specific groups of children, to enable us to provide experiences that support, enhance and extend. Teachers are provided with the key skills for their year group in order to ensure full coverage. This is provided to subject leader's half termly. Floor books are used across school, particularly for the supplementary PSHE.

**Health and Safety**

School health and safety guidelines are adhered to at all times. Staff use the EVOLVE system to complete risk assessments and Gareth Hollinghurst/Allan Williams (EVC) sign these off. The children's safety is always at the forefront of the teachers planning to ensure all children have the opportunity to learn in a safe environment.

**Inclusion and Safeguarding Considerations**

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- ❖ from both sexes;
- ❖ who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

- ❖ who are looked after;
- ❖ from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- ❖ who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.
- ❖ who are at risk of disaffection;
- ❖ who are young carers;
- ❖ who are sick;
- ❖ who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, our expectation is to see interested, well motivated children, responding to challenges and working productively on task.

We incorporate PSHE into a wide range of cross-curricular subjects and support all our children in accessing our curriculum.

### **AGT**

At Farington Primary School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

### **Other Points/Considerations:**

#### **British Values**

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## Parental involvement

At Farington Primary School we are fully committed to working in partnership with parents to ensure that all learners thrive and do their best. We understand the importance of parents knowing what their child is learning at school and how they can support them with this. This information is communicated throughout the year in a variety of ways including curriculum overviews, homework, the school website and Twitter. We share the progress and achievement of their child with the parents throughout the year. This is formally done through a Parents Evening each term and a written report in the Summer Term.

## Monitoring and Review:

It is the role of the PSHE Subject Leader under the guidance of the Head teacher:

- ❖ To organise PSHE within the curriculum and to ensure progression and development.
- ❖ To keep abreast of developments within PSHE and carry out INSET/staff meetings when required to disseminate information.
- ❖ To monitor and update resources and investigate opportunities for enhancing the PSHE curriculum at Farington.
  - ❖ To support governors in their role by keeping them up to date with the curriculum.
  - ❖ To update parents knowledge of the relevant changes within the PSHE curriculum.
  - ❖ To monitor and update the implementation of PSHE throughout school.