



Personal, Social and Health Education Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Aspiration

Compassion

Collaboration

Courage

Honesty

Responsibility

Confidence

Kindness

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Introduction

At Kender Primary School we see Personal, Social and Health Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, at school, at work and in the community.

Our strategic aims and objectives

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people;
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and manage risk in their own lives.

Our practice

1. Curriculum organisation

- 1.1 Every class has timetabled sessions of PSHE. These lessons follow the planned PSHE curriculum. Through this curriculum map and progression of skills, we cover the National Curriculum guidance for PSHE.
- 1.2 In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
- 1.3 PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- 1.4 Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

2 Teaching and learning strategies

A range of teaching and learning strategies is used:

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules, which are made explicit to the children and reinforced consistently.
- Visiting speakers such as the police, firefighters and health workers also contribute to the taught curriculum.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.

- Children are encouraged to take part in a range of practical activities to promote active citizenship, eg charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling; and by taking on roles of responsibility for themselves, for others and for the school.

3 Resources

A range of resources is used to ensure that the PSHE curriculum is taught through the school, including:

- 'You Me and PSHE'. This covers all aspects of PSHE and RHSE (relationship health and sex education)

The PSHE curriculum is taught through these units

- Physical health and wellbeing,
- Keeping safe and managing risks,
- Mental health and emotional wellbeing,
- Drug alcohol and tobacco education
- Careers financial capability and economic wellbeing,
- Identity, society and equality

Please look at the PSHE curriculum at kender.lewisham.sch.uk. (See appendices for overview)

- We also use Kapow wellbeing units (see appendices for overview)

Use of various websites including,

- Go Givers - <http://www.gogivers.org/>
- Be Bright, Be Seen - <http://think.direct.gov.uk/education/early-years-and-primary/media/be-bright-be-seen/>
- Planet Health Schools - <http://www.planet-health-schools.co.uk/teachers-ks1/>
- Emotion theatre - <http://www.bbc.co.uk/cbeebies/tikkabilla/games/tikkabilla-emotiontheatre/>
- Every School - <http://www.everyschool.co.uk/PSHE.html>

4 Equal Opportunities

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

5 Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our weekly newsletters and termly class meetings. Parents are encouraged to come into school or email whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationship with All Saints Church and the White House.

Our monitoring, evaluation and reporting

6. Assessment, reporting and recording

- 6.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.
- 6.2 Teachers assess children's progress in PSHE:
- by making informal judgements as they observe them during lessons and at other times around school
 - by making formal assessments of their work and performance, measured against the specific learning objectives set out in the PSHE curriculum.
 - By keeping a record of individual pupil's achievements and contributions throughout school life in their Portfolio of Achievement. These achievements are reported to parents each year.
- 6.3. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7 Subject review and monitoring

The Lead for PSHE, in conjunction with SLT, is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

Links to other policy documents

This policy links particularly to the following policies: Confidentiality, Sex and Relationships Education, Drug Education, Child Protection, Behaviour, Anti-bullying and Mental Health and Wellbeing.

Access to this policy document

This policy is available via the school office, is available on the school website or on request.

Suggested long-term plan - Overview of lessons

	Discover	Take notice	Connect	Give	Move
EYFS: Reception	Trying something new	My surroundings	Similarities and differences	Kind words	Being animals
Year 1	Making mistakes	Sound	Understanding others	Sharing	Gardening
Year 2	Perseverance	Colour expression	Compliments	Generosity	Nature walk
Year 3	Practice makes progress	Making a difference	Shared interests	Appreciation	Motion detection
Year 4	Resilience	My thoughts	Pen pals	Giving to my community	Making a beat
Year 5	Growth mindset	Others around me	Working together	Pay it forward	Adaptive sports
Year 6	Goal setting	Myself	Community	Apologising	Brain breaks

Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Relationships and health education Healthy relationships
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice	Relationships and health education Healthy relationships
Spring 1	Identity, society and equality Me and others	Relationships and health education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Making safer choices	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Relationships and health education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation)