



Fairlawn Primary School

PSHE Policy

Introduction

At Fairlawn, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

Aims:

PSHE education at Fairlawn aims to:

- Develop children's understanding of appropriate relationships, recognising unhealthy relationships and learning to deal with conflict.
- Promote emotional and physical well-being and health (including mental health, knowledge of the effects of drugs and alcohol, personal safety and resilience).
- Prepare for life in modern Britain (including aspects of careers, economic understanding, financial capability at an age-appropriate level).
- Understand how to make a positive contribution to society (including caring for the environment, how to be a responsible citizen).
- Understand the different aspects of bullying and e-safety.

(see also R.S.E policy and curriculum for specific aims)

PSHE education is guided by the values which form the core ethos of each school (see school curriculum).

Content

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the

opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2

The PSHE curriculum divides the year into termly/ half-termly foci. The work of the Learning Mentor supports the delivery of the PSHE curriculum as needed for groups or individuals. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Planning

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups.

They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting different tasks within sessions;
- using resources appropriate to each individual eg. 1decision, stories etc.

Implementation

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE values will also be introduced in and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the Pupil Parliament and are encouraged to express their opinions.

Assessment

At Fairlawn, teachers integrate effective assessment for learning (AfL) in all areas of the curriculum and form assessments through their interactions with children in lessons. In PSHE, this specifically involves:

- assessing all children's starting point during the first lesson on a value or theme;
- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;

- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;

Equal Opportunities:

Within PSHE, staff set high expectations and provide opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that the learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

At Fairlawn, we aim for every child to have high self-esteem and be equipped to make a valuable contribution in later life.

Our PSHE curriculum is delivered exploring 3 key areas:

- **Autumn – Health and Wellbeing.** This unit explores 'physical and mental wellbeing', 'Growing and changing' and 'Keeping safe'.
- **Spring – Living in the Wider World.** This unit includes 'Belonging to a community', 'Media literacy and digital resilience' and 'Money and work'.
- **Summer – Relationships.** This unit explores 'Families and friendships', 'Safe relationships' and 'Respecting ourselves and others'.

Our three core values of 'Friendship', 'Responsibility' and 'Empathy' are embedded throughout the curriculum and in our everyday practice.

Autumn 1 objectives – PSHE

Year 1

ONLINE SAFETY (See ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

- Can I understand what it means to be healthy and why it is important?
- Can I understand ways to take care of myself? (including basic hygiene)
- Can I understand the difference between healthy and unhealthy diets?
- Can I understand how physical activity keeps me healthy?
- Can I understand how other people can help us to stay healthy, such as parents, doctors, nurses, dentists and lunch supervisors?

Year 2

ONLINE SAFETY (see ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

- Can I describe and share a range of feelings?
- Can I understand and use different ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others?
- Can I understand how to manage big feelings including those associated with change, loss and bereavement?
- Can I understand when and how to ask for help, and how to help others, with their feelings?
- Can I understand why sleep and rest are important for growing and keeping healthy?
- Can I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies?
- Can I understand and demonstrate the importance of, and routines for, brushing teeth and visiting the dentist?

Year 3

ONLINE SAFETY (see ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

- Can I identify and talk about my feelings?
- Can I understand and identify the different ways people express feelings e.g. words, actions, body language?
- Can I recognise how feelings can change overtime and become more or less powerful?
- Can I understand which things affect feelings both positively and negatively?
- Can I identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)?
- Can I understand what can help people to make healthy choices and what might negatively influence them?
- Can I understand that regular exercise has positive benefits for my mental and physical health?

Year 4

ONLINE SAFETY (see ICT)

PHYSICAL AND MENTAL WELLBEING

Can I identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally?

Can I understand what good physical health means and how to recognise early signs of physical illness?

Can I understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary?

Can I understand how to maintain oral hygiene and dental health, including how to brush and floss correctly?

Can I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health?

Year 5

ONLINE SAFETY (see ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

Can I understand that some diseases can be prevented by vaccinations and immunisations?

Can I understand that bacteria and viruses can affect health?

Can I understand and demonstrate how I can help prevent the spread of bacteria and viruses with everyday hygiene routines?

Can I recognise and demonstrate the shared responsibility of keeping a clean environment?

Can I understand how sleep contributes to a healthy lifestyle?

Can I understand healthy sleep strategies and how to maintain them?

Can I understand the benefits of being outdoors for physical and mental health?

Can I understand how medicines can contribute to health and how allergies can be managed?

Year 6

Online Safety (see ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

- Can I understand that mental health is just as important as physical health and that both need looking after?
- Can I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support?
- Can I understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing?
- Can I identify and use positive strategies for managing feelings?
- Can I understand that there are situations when someone may experience mixed or conflicting feelings?
- Can I understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome?
- Can I understand the changes that may occur in life including death, and how these can cause conflicting feelings?

- Can I understand the process of grieving and how grief can be expressed?
- Can I understand the strategies that can help someone cope with the feelings associated with change or loss?
- Can I identify how to ask for help and support with loss, grief or other aspects of change?

Autumn 2 objectives – PSHE

Year 1 Autumn 2:

GROWING AND CHANGING

- Can I recognise what makes me special and unique?
- Can I recognise how people are similar and how people are different?
- Can I understand what to do if I am finding things difficult and I need some help?
- Can I recognise different emotions?
- Can understand how feelings can affect behaviour?

Year 2 Autumn 2:

KEEPING SAFE

- Can I learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines?
- Can I understand how to keep myself safe at home in relation to electrical appliances and fire safety?
- Can I understand how medicines are used to make people feel better?
- <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (Lesson 2 – page 8)
- Can I be safe with household products and medicines?
- <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (Lesson 3 – page 13)
- Can I understand how to respond if there is an accident and someone is hurt, including how to dial 999 and what to say?
- <https://www.youtube.com/watch?v=ZxzewVTDas0>
- <https://www.bbc.co.uk/news/av/uk-england-dorset-46407882>

Year 3 Autumn 2

GROWING AND CHANGING

- Can I understand that everyone is an individual and has unique and valuable contributions to make?
- Can I identify my own personal strengths and interests and what I'm proud of (in school, out of school)?
- Can I recognise common challenges to self -worth e.g. finding school work difficult, friendship issues?
- Can I identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again?

KEEPING SAFE

Can I understand how to deal with bites and stings?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/>

Year 4 Autumn 2

KEEPING SAFE

Can I understand the importance of taking medicines correctly and using household products safely?

Can I identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects?

Can I identify some of the risks associated with drugs common to everyday life?

Can I understand that for some people using drugs can become a habit which is difficult to break?

(PSHE association – Lessons 1 and 2 cover all the above objectives) <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (pg 17-27)

Can I understand how to help someone who is having an asthma attack?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/>

Year 5 Autumn 2

KEEPING SAFE

Can I identify when situations are becoming risky, unsafe or an emergency?

Can I differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour?

Can I understand how to help someone who is bleeding?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/>

Can I understand how to call for help when someone is unwell?

<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/>

Year 6 Autumn 2

Can I identify the risks and effects of different drugs?

Can I understand the laws relating to common everyday drugs and illegal drugs?

Can I recognise why people may use legal and illegal drugs?

Can I understand the work of organisations who support people with drug use?
Can I understand the messages in the media relating to drug use and how they might influence opinions and decisions?
(PSHE association – Lessons 1-4) <https://www.pshe-association.org.uk/system/files/KS1-2%20Drug%20%26%20alcohol%20education%20%E2%80%94%20lesson%20plans%2C%20resources%20%26%20knowledge%20organisers.pdf> (From page 28)

Can I understand how to help someone who is choking?
<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/>

Can I understand how to help someone who may have a head injury?
<https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/>

Spring 1 objectives – PSHE

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 1 Spring 1:

- Can I understand how to care for living things like animals and plants?
- Can I understand how we can look after the environment?
- Can I identify people in the community who help us?
- Can I understand that different strengths and interests are needed in different jobs?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 2 Spring 1:

- Can I understand what money is and the different ways people pay for things?
- Can I understand how money can be kept and looked after?
- Can I understand how people get paid for the jobs they do?
- Can I understand how people make choices about spending money, including thinking about needs and wants?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 3 Spring 1:

- Can I understand the reasons for rules and laws in society?
- Can I understand what happens if laws are broken?
- Can I understand what human rights are and how they protect people?
- Can I understand that we have responsibilities as well as rights?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 4 Spring 1:

- Can I understand how people make different spending decisions based on their budget, values and needs?
- Can I understand how to keep track of money and why this is important?
- Can I understand that there are different ways to pay for things?
- Can I understand how people spend their money can have positive and negative effects on others?

Year 5 Spring 1:**LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I identify jobs I may want to do in the future?
- Can I understand what ambition is and why it is important for my future?
- Can I understand what might influence someone's decision about a certain career?
- Can I understand the importance of diversity and inclusion to promote people's career opportunities?
- Can I understand stereotyping in the workplace and how to challenge it?
- Can I understand that there are a variety of routes into work?

Year 6 Spring 1:**LIVING IN THE WIDER WORLD**

As a responsible citizen...

- Can I understand the role that money plays in people's lives and what influences decisions about money?
- Can I understand how to judge if something is value for money?
- Can I understand the techniques companies use to sell things and the importance of being a critical customer?
- Can I understand how money can impact on a person's health and well-being?
- Can I understand common risks associated with money including debt, fraud and gambling?

Spring 1 objectives – PSHE

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 1 Spring 2:

- Can I understand what kind and unkind behaviour might look like?
- Can I identify people in my community who do kind things for me?
- Can I understand how kind and unkind behaviour makes us feel?
- Can I understand why rules and laws are important?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 2 Spring 2:

- Can I understand that I belong to different groups and have a role to play in each one? (faith groups, class group, family group...)

- Can I understand my rights and responsibilities in these different groups?
- Can I understand the importance of community?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 3 Spring 2:

- Can I understand that there is a variety of different jobs that adults do?
- Can I understand and challenge gender stereotypes related to work?
- Can I understand that many skills are important to all jobs (team work, decision making etc)?
- Can I identify skills I have and which jobs they would suit?

LIVING IN THE WIDER WORLD

As a responsible citizen...

Year 4 Spring 2:

- Can I understand the benefits of being part of a community?
- Can I recognise all the communities I belong to?
- Can I understand the different ways communities support each other?

Year 5 Spring 2:

LIVING IN THE WIDER WORLD

As a responsible citizen...

- Can I understand the importance of protecting the environment and how everyday actions can support or damage it?
- Can I understand how to show compassion for living things and the environment?
- Can I understand how the way money is spent affects the environment?

Year 6 Spring 2:

LIVING IN THE WIDER WORLD

As a responsible citizen...

- Can I understand what prejudice?
- Can I understand the difference between discrimination and prejudice?
- Can I recognise acts of discrimination?
- Can I think of strategies to challenge discrimination?
- Can I recognise stereotypes?

Year 6

ONLINE SAFETY (see ICT)

PHYSICAL HEALTH AND MENTAL WELLBEING

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Policy written by: Rachel Whitely

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