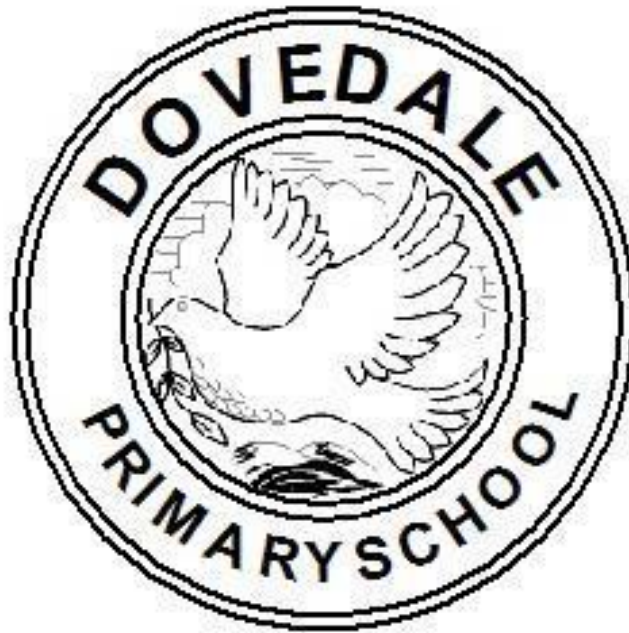


# PSHE policy

## Dovedale Primary School



**Approved by:** Governors

**Date:** November 2020

**Last reviewed on:** N/A

**Next review due by:** November 2023

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### 1. Aims

At Dovedale our aims of personal, social, health and economic (PSHE) education intends to develop learning and result in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be healthy, independent and responsible members of society. Much of our PHSE curriculum is embedded within our values and the delivery of 'Safe Messages' across the wider school curriculum. This equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of our PSHE curriculum is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Dovedale's PHSE curriculum contributes to the personal development of our children by helping them to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
- Statutory guidance for RSE, Relationships Education and Health Education sets out what schools will be required to cover

### 3. Content and delivery

#### 3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. You will find that these lessons are highlighted in green on the curriculum overview which you can find below.

PSHE in Dovedale Primary School 2020								
All themes of learning are revisited and built on each year.								
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Learning themes / focus	<b>Being Me in My World</b>	Who.....me? How am I feeling today? Being at School. Gentle Hands. Our Rights. Our Responsibilities	Special and Safe. My Class. Rights and Responsibilities. Rewards and Feeling Proud. Consequences. Owning our Learning Charter.	Hopes and Fears for the Year. Rights and Responsibilities. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	Getting to know each other. Our Nightmare School. Our Dream School. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	Becoming a Class 'Team'. Being a School Citizen. Rights, Responsibilities and Democracy. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	My Year Ahead. Being a Citizen of My Country. Year 5 Responsibilities. Rewards and Consequences. Our Learning Charter. Owning our Learning Charter.	My Year Ahead. Being a Global Citizen. The Learning Charter. Our Learning Charter. Owning our Learning Charter.
	<b>Celebrating Difference</b>	What I am good at. I'm Special. I'm Me! Families. Houses and Homes. Making Friends. Standing Up for Yourself.	The same as..... Different from..... What is 'bullying'? What do I do about bullying? Making New Friends. Celebrating Me.	Boys and Girls Stereotypes – 2 lessons. Why does bullying happen? Standing up for myself and others. Gender Diversity. Celebrating differences and still being friends.	Families. Family Conflict. Witness and Feelings. Witness and Solutions. Words that Harm. Compliments.	Judging by appearances. Understanding influences. Understanding bullying. Problem-Solving. Special Me. Celebrating Difference – How We Look.	Different Cultures. Racism. Rumours and Name-Calling. Types of Bullying. Does money matter? Celebrating Difference – Across the World.	Am I normal? Understanding Disability. Power Struggles. Why Bully? Celebrating Difference.
	<b>Dreams and Goals</b>	Challenge. Never Giving Up. Setting a Goal. Obstacles and Support. Flight to the Future. Footprint Awards.	My Treasure Chest of Success. Steps to Goals. Achieving Together. Stretchy Learning. Overcoming Obstacles. Celebrating my Success.	Goals to Success. My Learning Strengths. Learning with Others. A Group Challenge. Continuing our Group Challenge. Celebrating our Achievement.	Dreams and Goals. My Dreams and Ambitions. A New Challenge. Our New Challenge. Overcoming Obstacles. Celebrating My Learning.	Hopes and Dreams. Broken Dreams. Overcoming Disappointment. Creating New Dreams. Achieving Goals. We Did It!	When I Grow Up (My Dream Lifestyle). Investigating Jobs and Careers. My Dream Job. Why I Want It and the Steps to Get There. Dreams and Goals of Young People in Other Cultures.	Personal Learning Goals. Steps to Success. My Dream for the World. Helping to Make a Difference. Recognising our Achievements.
Learning themes / focus	<b>Healthy Me</b>	Everybody's Body. We like to move it, move it! Food, Glorious Food. Sweet Dreams. Keeping Clean. Stranger Danger.	Being Healthy. Healthy Choices. Clean and Healthy. Medicine Safety. Road Safety. Happy, Healthy Me.	Being Healthy. Being Relaxed. Medicine Safety. Healthy Eating . Happy, Healthy Me!	Being fit and Healthy. What do I know about drugs? Being Safe. Safe or Unsafe. My Amazing Body.	My Friends and Me. Group Dynamics. Smoking. Alcohol. Healthy Friendships. Celebrating my Inner Strength and Assertiveness	How can we support each other? Rallying Support. Smoking. Alcohol. Emergency Aid. Body Image. My Relationship with Food. Healthy Me.	Taking Responsibility for My Health and Well-Being. Drugs. Exploitation. Gangs. Emotional and Mental Health. Managing Stress and Pressure.
	<b>Relationships</b>	My Family and Me. Make friends, make friends, never ever break friends. Falling out and bullying. Being the best friends we can be.	Families. Making friends. Greetings. People who help us. Being my own best friend. Celebrating my special relationships.	Families. Keeping safe and exploring physical contact. Friends and Conflict. Secrets. Trust and Appreciation. Celebrating my special relationships.	Family roles and responsibilities. Friendship. Keeping Myself Safe Online. Being a Global Citizen. Celebrating my Web of Relationships.	Jealousy. Love and Loss. Memories. Getting on and Falling Out. Girlfriends and Boyfriends. Celebrating Relationships with People and Animals.	Recognising Me. Safety with Online Communities. Being in and Online Community. Online Gaming. My Relationship with Technology: screen time	What is Mental Health? My Mental Health. Love and Loss. Power and Control. Being Online: Real or Fake? Safe or Unsafe? Using Technology Responsibly.
	<b>Summer 2: Changing Me</b>  <b>*RSE lessons taught during this term*</b>	My Body. Respecting My Body. Growing Up. Growth and Change. Fun and Fears PJ/PJZ. Celebration.	Life-Cycles. Changing Me. My Changing Body. Boys and Girls Bodies. Learning and Growing. Coping with Change.	Life-Cycles in Nature. Growing from young to old. The Changing Me. Boys' and Girls' Bodies. Assertiveness. Looking Ahead.	How Babies Grow. Babies. Outside Body Changes. Inside Body Changes. Family Stereotypes. Looking Ahead.	Unique Me. Girls and Puberty. Circles of Change. Accepting Change. Looking Ahead.	Self and Body Image. Puberty for Girls. Puberty for Boys. Looking Ahead.	My Self Image. Puberty. Boyfriends and Girlfriends. Real Self and Ideal Self. The Year Ahead.

- Puberty lessons are statutory / **Relationships** lessons are non-statutory but are age appropriate and highly recommended for all children.

#### 3.2 How we teach it

- PSHE is taught as a set lesson each week but is also embedded through many other areas of the curriculum such as: texts covered in Literacy, discussion related to each year group's question, conversations during RE, etc
- As stated, parts of the PSHE curriculum are folded into other parts of our curriculum, and are covered as part of our wider school offer, such as in assemblies, whole-school events and through visitors to our school

➤ Each half-term we cover a theme:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These themes are then revisited each year so the core values can be built on and understanding can develop at an age-related level to the child

- The PSHE curriculum will be delivered by the class teacher or a member of Dovedale's staff who covers PPA sessions
- All pupils will be catered for in lessons, regardless of ability or special educational needs and/or disability
- Teachers will adapt the lessons for their pupils so that all pupils can access the curriculum
- Teachers are expected to teach the different lessons without allowing their personal beliefs or attitudes to influence their teaching
- Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them to SLT who will then assess the situation and may delegate the role to someone suitable
- Teachers are expected to keep track of the pupils' progress through ongoing formative assessment in set PSHE lessons and when it is covered in other areas of the curriculum
- Teachers will assess each child at the end of teaching a theme whether the pupil achieved the learning intention of that module; if not, they will be required to address any gaps in learning that are evident
- Parents will hear about their child's progress in PSHE at parents' evenings
- Teachers are expected to report any concerns they have with a pupil's learning or understanding of PSHE to the parents or guardians

## 4. Roles and responsibilities

### 4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### 4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### 4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

### **5. Monitoring arrangements**

The delivery of PSHE is monitored by Drew Flint-Jones (class teacher) and this is overseen by the senior leadership team through discussions with year group leaders, learning walks, lesson observations and pupil voice research.

This policy will be reviewed by the head teacher and the governing board every 3 years. At every review, the policy will be approved by the head teacher and the governing board.

### **6. Links with other policies**

This policy links to the following policies and procedures:

RSE Policy