



William Ransom Primary School

Personal, Social and Health Education Policy (PSHE)

**Developed by all stakeholders Spring 2022
To be reviewed Spring 2024**

MISSION STATEMENT

At William Ransom we are committed to providing our pupils with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally.
Our children are encouraged to be confident, self-motivated, resilient and independent learners and to develop a life-long zest for learning.

Our school aims:

Our aim is that every child will develop according to their individual potential in all areas of both the national and the wider curriculum.

Alongside academic knowledge and skills, we teach the children to communicate effectively and to grow into kind, empathetic and resilient members of the community.

We aim to provide a learning environment that promotes self-motivation and builds self-esteem.

We are a Values Based School which means that we recognise the important values in life; we present and work on them with all children, to encourage their development as compassionate, caring and responsible members of the community.

We expect all children to work hard and give their best effort in every aspect of school life.

We have four rules within school: **Respect, Effort, Kindness and Safety** and these are used to promote the aims of the school in the following way:

- By helping children to develop lively and enquiring minds and the ability to question and research
- By developing the resilience, self-confidence and self-discipline to apply themselves to the tasks and demands of life, within and outside of school.
- By creating a secure and supportive environment, within which, the children and their learning will flourish.
- By developing creativity and encouraging participation in the wider curriculum with learning outside of the classroom and involvement in a wide range of activities, including sports and the performing arts.
- By providing a healthy environment for minds and bodies.
- By promoting the enjoyment of learning in an exciting atmosphere, which takes account of individual needs.
- By promoting friendship, co-operation and mutual understanding amongst all members of the school community.
- By fostering a strong partnership between parents, the school and the wider community.
- By offering a broad and balanced curriculum which will foster high expectations of all pupils.
- By giving equal opportunities to all children to enjoy success in their achievements.
- By helping children to grow into independent, resilient, kind and respectful members of the community.
- By encouraging children to be environmentally aware and to take responsibility for the environment.

Our school ethos is fully embedded in our school motto: '**Work and Respect.**' We set high expectations for learning, behaviour, play and social development because we believe that excellence is achieved when children are motivated to attain the highest standards of which they are capable, in a climate of caring support.

1. Aims

Intent

At William Ransom Primary School, we believe that a strong PSHE (Personal, Social, Health and Economic) education is important to help our children gain the knowledge, skills and attitudes they need to develop into well-rounded members of society.

Under the guidance issued by the DfE, from September 2020, Relationships Education at primary school is compulsory. Relationships Education focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

At William Ransom, pupils will be given the vocabulary and support they need to enable them to articulate their feelings. The intention is to promote mental wellbeing and empathy across the whole school and into the community. We want our children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society in terms of race, religion and relationships.

As a values based school, we want our children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community by learning tolerance, treating others equally, fairly and with kindness and mutual respect, and preparing them for their future lives. PSHE also encompasses health and wellbeing. At William Ransom, we will give the children the knowledge to be able to make informed choices with regards to keeping healthy. Our intent is for our children to stay safe, learn to manage risks and make decisions. In an ever-increasing technological world, we also want our children to use online resources safely and know how to get help when they feel unsafe. We want children to understand their feelings about money, financial decisions, careers and the economy.

2. Content and delivery

Implementation

At William Ransom, we use 1 Decision to teach our PSHE lessons. 1 Decision are a Kitemark Assured PSHE and SMSC e-learning provider for schools. Our PSHE curriculum is built on discussion. Lessons build on skills previously learnt and can be timed to match their needs. This sequencing and the unique videos mean that children commit key knowledge to long term memory. The student self-assessment journeys mean pupils can work towards clearly defined end points. Assessment within 1decision is built into the programme and can be gathered in a number of effective ways; student self-assessment journeys, baseline, formative, and summative assessments.

Our scheme of work is based on the following core themes:

- Keeping and staying safe

- Keeping and staying healthy
- Relationships
- Being responsible
- Feelings and emotions
- Computer safety
- Our world
- Hazard watch

TOPIC OVERVIEW YEAR BY YEAR

Area	YEAR					
	1	2	3	4	5	6
KEEPING/ STAYING SAFE	Road Safety	Tying Shoelaces	Staying Safe- Leaning Out of Windows	Water Safety	Cycle safety	Peer Pressure
KEEPING/ STAYING HEALTHY	Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking	Alcohol
RELATIONSHIPS	Friendship	Bullying Body Language	Touch	Appropriate Touch (Relationships)	Puberty	Conception
BEING RESPONSIBLE	Water Spillage	Practise makes perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking Out for Others	Stealing
FEELINGS AND EMOTIONS	Jealousy	Worry Anger	Grief	Jealousy	Anger	Worry
COMPUTER SAFETY	Online Bullying	Image sharing Computer Safety Documentary	Making Friends Online	Online Bullying	Image Sharing	Making Friends Online
OUR WORLD	Growing In Our World	Living in Our World Working in Our World	Looking after our World	Chores at Home	Enterprise	In-App Purchases
HAZARD WATCH	Is it Safe to Eat or Drink? Is it Safe to Play with?			Breaking Down Barriers	Inclusion and Acceptance	British Values
A WORLD WITHOUT JUDGEMENT						

Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the children's age.

Children in EYFS develop knowledge, skills and attributes that form a crucial foundation for later teaching of PSHE at KS1. The PSHE curriculum in EYFS is largely covered in the 'Development Matters Framework' prime area of Personal, Social and Emotional Development covering key concepts and skills around – Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour. Specific areas are also covered such as Physical Development – Health and self-care and Understanding the World – People and communities, and supports the teaching of Relationships; Health and Wellbeing along with Living in the Wider World.

We make connections between learning in PSHE and real life experiences children have encountered. We also make connections with wider aspects of school life e.g. School Values; School Council; Eco Council; Celebration Assemblies and themed activities such as Anti-bullying; Black History; World Book Day; Comic Relief; Sports Relief.

3. Pupils

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

4. Monitoring arrangements

The delivery of PSHE is monitored by the subject leaders through:

- planning scrutinies,
- work scrutinies
- learning walks,

This policy will be reviewed by the Learning and Teaching committee every two years.

5. Links with other policies

This policy links to the following policies and procedures:

Behaviour Policy

Relationships and Sex Education Policy

