

Orleans Primary School

'A love of learning, for life, for all.'



Personal, Social and Health Education (PSHE) Curriculum Policy

This policy was adopted: September 2019
This Policy will be reviewed: September 2022

Orleans Primary School

Our Belief

Personal, Social, Health Education and Citizenship are integral parts of our school curriculum. We believe that the personal, social and health development of each child has a significant role in their ability to learn. We value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions.

Our Curriculum Intent

Our overarching aims and objectives for our pupils are to provide them with a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development of our children and of society. Our PSHE curriculum encourages children to become confident individuals who are able to make informed decisions about their health, environmental and social issues. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives whilst promoting pupil's health and well-being. Through the PSHE curriculum children learn about their own relationships and how these fit in with their communities and the wider world.

Our PSHE Curriculum:

- Develop confidences and responsibilities and make the most of each individual's abilities.
- Help children prepare to play an active role as citizens in the wider world.
- Develop a healthy and safe lifestyle with the ability to make appropriate risk assessments.
- Develop good relationships and respect the differences between people in line with our Inclusion Policy.
- Understand some basic principles of finances.
- Make a positive contribution to the life of the school.

Curriculum Implementation

The PSHE curriculum is planned in accordance with the Barnet School Wellbeing Programme which can be found on our school website

<http://www.orleans.richmond.sch.uk/page/?title=Curriculum&pid=140>. The school uses a range of teaching and learning styles and adapts these to individual needs. We place an emphasis on active learning by including our children in discussions, investigations, activities and making choices. PSHE is integral in all that we do at Orleans Primary School and is taught throughout the school day from timetabled lessons and circle times to assemblies and playtimes. Appendix 1 sets out the coverage of the curriculum across the school.

We encourage our children to take part in a range of practical activities that promote Citizenship such as Junior Leadership Team, School Council and Junior Safety Officers. We also impart this knowledge through class and school assemblies and via our School Council with specific charities being supported.

Pastoral Care

As part of the wider PSHE support we offer our children at Orleans, Leanne Ho (SENCo) provides specific pastoral support for identified members of our school community. Observations and assessments are completed initially by the SENCo and outside agencies are enlisted where appropriate. We support children displaying early signs of developing mental health issues by providing them with specialist 1:1 counselling, they also have access to a sensory room when much needed 'calm' is necessary for their mental progression.

Drug and Alcohol Education

Drug and alcohol education within the school is mainly delivered as part of the PSHE programme. It also forms part of the statutory Science curriculum. The goal of drug and alcohol education is for pupils to develop the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle, promote responsibility towards the use of drugs and alcohol and relate these to their own actions, both now and in their future lives.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that Orleans PSHE supports the personal and social development of children at home.

In the teaching of PSHE, children are looked at holistically and every area of their need is taken in to account. When teaching PSHE to children with SEN we recognise the targets set in their Individual Education Plans (IEPs) or EHCPs and plan accordingly for them.

Curriculum Impact

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Each unit of work holds an end of unit objective for which 'most children' should achieve.

This is then used to inform future planning and to monitor children's development across the year groups. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgement in this.

We intend for our curriculum to enable pupils to:

- Successfully discuss modern social issues and interact with peers and adults confidently
 - Become aware of issues around them and in the wider community they live in
 - Grow in resilience, self-esteem, confidence and tolerance
 - Develop skills to deal with situations in the future
 - Be conscious of their own mental and physical wellbeing

Monitoring and Review

The PSHE leader is responsible for monitoring the standard of teaching and learning as well as children's learning. The leader supports colleagues in the teaching of PSHE by providing information about current developments in the subject and training where necessary.

Sex and Relationships Education

At Orleans we believe in the importance of teaching Sex and Relationships Education. It teaches young people to understand human sexuality and to respect themselves and others. Please refer to our SRE policy for more details.

Parent / Carers

We recognise that parent and carers are key partners in our delivery of a comprehensive PSHE programme for pupils at our school. The PSHE we deliver is designed to support the important role of parents in this area.

If parents or carers have concerns about any of the content to be covered, we ask that these are addressed to the PSHE Leader via the phase leader.

All parents are informed of current curriculum coverage by termly newsletters published by each year group. They also discuss year group specific SRE content at Curriculum Evenings held in the Autumn term. Parents of Year 6 are invited in to school to be informed about the specific year 6 content of their SRE lessons in the Summer term.

Policy adopted: September 2019

To be reviewed: September 2022

Appendix 1 - PSHE Coverage

Orleans Primary School -PSHE Curriculum Map 2019-2020

(Adapted from Barnet Schools Wellbeing Programme)

Themes - Health and Wellbeing, Relationships, Living in the Wider World. SRE units are highlighted pink

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EVFS - PATHS	Safety & New situations Class Charters Observe effects of activity on body Eating healthy range of foods and Importance of exercise	How actions affect other people Anti-Bullying Week	Taking turns Playing with peers	Negotiate and solve problems Feelings	Use activates and resources with help Responsibilities	Being part of a community
	Fostering positive Classroom Climate Circle time rules & compliments,	Basic feelings Units 1 & 2 Compliments, happy, sad, mad, angry, scared or afraid	Self - control Turtle techniques - calm or relaxed.	Sharing, Caring and Friendship Basic Problem Solving	Intermediate feelings Comfortable & Uncomfortable, Different types of feelings - Excited, tired, frustrated & Proud	Advanced Feelings Love, worried, disappointed, jealous, furious, guilty, generous
Year 1 - PATHS	Knowing What to Do (Name some feelings, know who to speak to at home and school if worried, School/Class Rules and Routines.) Class Charters	Beginning to Understand Me and Others (Know the qualities that make a good friend, begin to understand the ways that they are unique, being to understand that others may be different from them, explore the ideas of "fairness, right and kind".) Anti-Bullying Week	Being a Responsible Citizen Taking part and belonging (Name some feelings, Know who to speak to at home or school if worried, Know school rules and routines.)	Keeping Safe and Healthy (Identify and carry out various action that they can take to keep themselves in better long-term health, identify where they feel safe and less safe, explain how and where to cross a road safely.)	Growing and Caring for Ourselves (Describe their feelings to others, understand the importance of personal hygiene, describe different family members and ways they can help each other.)	Learning about Money (Recognise common British currency and understand its value, understand the difference between needs and wants and make basic choices about spending.)
	Fostering positive Classroom Climate Circle time rules & compliments,	Basic feelings Units 1 & 2 Compliments, happy, sad, mad, angry, scared or afraid	Self - control Turtle techniques - calm or relaxed.	Sharing, Caring and Friendship Basic Problem Solving	Intermediate feelings Comfortable & Uncomfortable, Different types of feelings - Excited, tired, frustrated & Proud	Advanced Feelings Love, worried, disappointed, jealous, furious, guilty, generous
Year 2	Others and Me in my Class (Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country, and world.) Online Safety and Class Charters	Keeping Money Safe (Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.) Anti-Bullying Week	Mindfulness Following the Paws B curriculum Delivered exclusively by a qualified practitioner (Mrs. Prinsloo) over a six-week period in 30-minute instalments.	Keeping Myself Healthy (How exercise helps them to keep healthy, the food choices can help keep them be healthy, how to keep themselves clean, how to prevent the transfer of infections at a basic level, some things that change as a baby grows into an older person.) Developing Confidence (Understand more about their own feelings and how to manage them.)	Differences (Describe the similarities and differences between boys and girls, know the names for the main parts of the body (including private parts), understand that making a new life requires a male and a female, identify some choices for a healthy lifestyle.)	Being a Responsible Citizen Rights and Responsibilities (Understand that everyone has rights and responsibilities as members of families and the wider community.)
Year 3	Supporting Friends and Other People (Recognise the feelings of others without being told explicitly, know who their friends are and why, act supportively towards victims of bullying, take action when should they witness bullying.) Class Charters	Safe and Healthy at home, school and locally (Explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality.) Anti-Bullying Week	Being a Responsible Citizen (Understand that a diverse range of people make up our community and the importance of respecting equality)	Let's Go Shopping! (Understand that you can pay for goods in a range of ways, keep simple financial records and recognise influences on choices about spending and saving.)	More About Me (Explain more about their choices and why they make them despite their preferences, when to listen to emotions, keep personal information safe, resisting pressure from others.)	Valuing Differences and Keeping Safe (Explain sexual difference between males and females, judge what kind of physical contact is acceptable and how to respond if it is not, recognise when and how to ask for help and to resist pressure to do something that makes them uncomfortable.)

Year 4	<p>Who are these People? (Understand the various types of relationships in their lives, be clear about ways of keeping safe on line and in other cyber spaces, and comment on differences between their lives and the lives of others.) Class Charters</p>	<p>Taking More Control (Make informed choices, know their areas of strength, be aware of persuasive language, threats and pressure from others, express their feeling in a positive way.) Explore how our brains works in relation to growth mindset Anti-Bullying Week</p>	<p>Work and Money (Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.)</p>	<p>Being a Responsible Citizen (Understand that a diverse range of people make up our community and the importance of respecting equality.)</p>	<p>Helping Others to Keep Safe (Understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions to take in emergency situations e.g. know how to ask for emergency help, know how to undertake basic First Aid.)</p>	<p>Growing Up (Understand the process of growing from young to old and how people's needs change, describe some of the changes that happen at puberty, recognise and care about other people's feelings, understand that puberty is linked to reproduction.)</p>
Year 5	<p>Being Strong (Be clear about the difference between confidential and secret, give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.) Class Charters</p>	<p>Understanding media (Discuss and debate topical issues concerning health and wellbeing and critique views presented by the media.) Anti-Bullying Week</p>	<p>Drug Education (Know that some substances can alter how people behave and how their body works, know what effect alcohol has on their brain and other parts of their body.)</p>	<p>Let's Make Money! (Plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet.)</p>	<p>Changes at Puberty (Describe how their body and feelings will change as they approach and move through puberty; know when and understand why puberty takes place; and recognise when and how to ask for help and advice.)</p>	<p>Moving On (Be aware of the role of the media and advertising in portrayal of images, be aware of more of their strengths and areas for development, identify issues involved when changing schools, making new friends, and keeping old ones.)</p>
Year 6	<p>Being a Responsible Citizen (Have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this.) Junior Citizen Class Charters Anti-Bullying Week</p>		<p>Staying Safe and Healthy and Asserting Myself (Feel confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood. Leave school with confidence in having strategies to thrive in the future.)</p>	<p>Mindfulness Following the Paws B curriculum Delivered exclusively by a qualified practitioner (Mrs. Prinsloo) 6 x 1hr mindfulness sessions</p>	<p>Money and My Future - Fiver Challenge (Understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic wellbeing.)</p>	<p>Sex and Relationships (Recognise what constitutes a positive, healthy relationship, be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage, and describe the life process of reproduction in humans.)</p>
			<p>Transition - Celebrate the Past and Welcome the Future (Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.) Lessons 1 - 4</p>		<p>Transition - Celebrate the Past and Welcome the Future (Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.) Lessons 5 & 6</p>	

CWP Curriculum Overview

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Reception Our Lives

- Lesson 1: **Our Day**
- Lesson 2: **Keeping Ourselves Clean**
- Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

- Lesson 1: **Keeping Clean**
- Lesson 2: **Growing and Changing**
- Lesson 3: **Families and Care**

Year 2 Differences

- Lesson 1: **Differences: Boys and Girls**
- Lesson 2: **Differences: Male and Female**
- Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Differences: Male and Female**
- Lesson 2: **Personal Space**
- Lesson 3: **Family Differences**

Year 4 Growing Up

- Lesson 1: **Growing and Changing**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **Male and Female Changes**
- Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

- Lesson 1: **Puberty and Reproduction**
- Lesson 2: **Understanding Relationships**
- Lesson 3: **Conception and Pregnancy**
- Lesson 4: **Communication in Relationships**