

# Seaton Primary School

## PSHE Policy



<b><u>Responsibility:</u></b>	Headteacher
<b><u>Reviewed:</u></b>	June 2020
<b><u>Next review date:</u></b>	
<b><u>Key legislation:</u></b>	<a href="#">Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance</a>
<b><u>This policy should be read in conjunction with:</u></b>	Mental health and wellbeing policy RSE policy PSHE progression maps

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We will develop this through the use of emotional logic within our PSHE curriculum. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment. **PSHE should encompass mental health and wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and changing adolescent body.**

Our school seeks to 'Transform Learning' to ensure that every child achieves the highest possible outcomes. We focus on the development of the whole child – academic success, social skills, emotional health and physical wellbeing through our three core aims which are '**Aspiration**', '**Pride**' and '**Enjoyment**'.

We aim to provide a curriculum for pupils to enjoy, learn, gain knowledge, skills and attributes from which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We do this by providing a curriculum that develops the whole child - **academic, emotional, physical and social development**.

Alongside this our curriculum promotes and enhances children's -

- **Aspiration**
- **Inspiration**
- **Enjoyment**
- **Creativity**
- **Opportunity**
- **Experience**

The values of the curriculum directly relate to the school's own vision which is '**Caring Now, And For The Future**' of

- **Education**
- **Lifestyle**
- **Those in Need**
- **Our Community**
- **One Another** and
- **The Future Itself**

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Seaton Primary School has particular drivers that inspire its curriculum. They relate to –

- Making the most out of the fantastic **Local Learning Environment** both within the school and nearby.
- Preparing pupils to be **Global Citizens** who care for both the present and the future.
- Long term **Health and Well Being**

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### Seaton Primary PSHE aims:

**Through our PSHE teaching, we hope that all children:**

- are be safe, secure and happy in school
- develop knowledge and understanding to make informed choices and decisions
- have the opportunity to develop self-awareness, confidence and self-esteem
- can manage and express feelings appropriately
- develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others
- have the skills and positive attitude towards building effect relationships and respect for others
- understand responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle
- have an understanding of a diverse society and our rights and responsibilities

**By the end of Key stage 1:**

- Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).
- Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- Children can explain that people grow from young to old.
- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- Children can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).
- Children can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

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### **By the end of Key stage 2:**

- Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates during praise and beyond).
- Children can express their views confidently, listen to, and show respect for the views of others.
- Children can identify positive ways to face new challenges (for example the transition to secondary school).
- Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- Children can talk about a range of jobs, and explain how they will develop skills to work in the future.
- They can demonstrate how to look after and save money.
- Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise by working through ELAC).
- Children can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).
- Children can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- Children can list the commonly available substances and drugs that are legal and illegal (Science link), and can describe some of the effects and risks of these.
- Children can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- Children can explain how their actions have consequences for themselves and others.
- Children can describe the nature and consequences of bullying, and can express ways of responding to it.
- Children can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
- Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.
- Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

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Core Strategies	Quality first teaching strategies
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>We have a progression map for skills and knowledge which provide an overview of PSHE for each year group setting out coverage of the National Curriculum.</li> <li>All teachers have access to the PSHE association resources and planning to support their professional judgement.</li> <li>Christopher Winter Project scheme for RSE for each year group with additional resources.</li> <li>There is no set planning format for PSHE as teachers take responsibility for how they deliver PSHE to their classes whilst for ensuring they have met the aims for their year group.</li> </ul> <p><b>Teaching and Learning</b></p> <p><b>All children receive a weekly taught session</b> or a longer session every two weeks. This is in addition to assemblies, class reflection time and praise. Lessons are taught in sequential order at discretion of the teacher. PSHE lessons must be implemented in every class timetable but throughout the school day, opportunities should be taken to explore child-led enquiries relating to PSHE. As and when issues arise, ensure there is time to meet the needs of the curriculum. If appropriate – learning or reflections to be recorded in the ‘learning journal’.</p> <p>PSHE is taught under the three core themes:</p> <ol style="list-style-type: none"> <li>1. Health and Wellbeing</li> <li>2. Relationships</li> <li>3. Living in the Wider World</li> </ol> <p>Skills and content will progress from the previous year and teachers will use an elicitation task (discussion or spider diagram) to understand what the children already know – to ensure progression.</p> <p>Teaching Methods and Approaches</p> <p>In the Foundation Stage, teachers will plan from children’s own experiences through the six areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and</p>	<p><b>Raising expectations</b> – PSHE must be explicitly taught and discussed with the children. Children should be clear about the objectives of their learning and the purpose within school and their lives.</p> <p><b>Modelling</b> – teachers in guided and shared sessions verbalising choices and approaches to emotions/feelings and situations. Teachers to model being ‘human’ and discussing their emotions (where appropriate) with the children to provide an honest role model.</p> <p><b>Independence</b> – encouraging independence and understanding of what range of strategies the children can use to support their choices with behaviour and emotion. Teachers support children to build tools to ensure they are making educated choices inside and outside of school.</p> <p><b>Celebration</b> – developing a sense of <b>pride</b> for all children and to celebrate that we are all different and that is ok!</p> <p><b>Confidentiality</b> – the boundaries of confidentiality should be made clear to pupils through the setting of ground rules.</p> <p><b>Answering Difficult Questions</b> – teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. Ground rules need to be agreed to provide a common values framework within which to teach.</p> <ul style="list-style-type: none"> <li>clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis will be discussed with the children.</li> <li>clear parameters about what is appropriate and inappropriate should be discussed as a whole class.</li> <li>teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.</li> <li>children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session. This will allow teachers to seek support where necessary.</li> <li>teachers should not be drawn into providing more information than is appropriate to the age of the child.</li> </ul>

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through PLOD's (Possible Lines of Development) in conjunction with the Early Learning Goals.  
 In KS1 and 2, teachers will plan through their Contexts for Learning in relation to The National Curriculum Framework for PSHE. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.  
 Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.  
 Citizenship is addressed through the curriculum in all our Contexts for Learning.

- teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- if a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the designated safeguarding lead and the usual child protection procedures followed.

**Group Agreements and Distancing Techniques** – pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

### Assessment

In PSHE and Citizenship there are two broad areas for assessment:  
 1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.  
 2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learned, what needs to be learned next and what they need to do to continue their learning. Teachers also need to be clear about the progress and achievements of the pupils they teach, and how their learning might be improved. To enable this to happen, assessment has to be an integral part of the teaching and learning, however, the personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

### Provisions for children with particular needs

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults.

We have many interventions for children who have been identified as having particular needs or for those children who need extra support for example dealing with a bereavement. Teachers have strong communication links with the SEMH lead and pastoral care team. Children also have the opportunity to access support from this team themselves. Guided sessions are run by the pastoral care team or teaching assistants to provide additional support. The school has developed an effective nurture room, which further supports the social and emotional needs of children. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Teachers alongside the SENDCo are to ensure that IEP targets support social/emotional needs. Where necessary, teachers and pastoral team to work with outside agencies to provide support for child (*Balloons to support bereavement*).

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### Whole School

PSHE is reported to parents in the end of year record of achievement where personal, social and the child as a learner are a main focus. Teachers will update their class profile for SEN where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

### EYFS

Teaching staff will make observations of children against the three relevant scales of the Foundation Stage Profile – Dispositions and Attitudes, Social Development and Emotional Development. The Early Learning Goals for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

### KS1 & KS2

Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Children will continue to be informally assessed by staff based on the nature of the delivery. Staff will be well equipped to make professional judgements of progress made and this may be evident in a variety of ways e.g. photographs, discussions or activities in addition to written evidence.

Assessment should not be onerous on the teachers and should be a way of moving on learning. The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on. This will demonstrate the progress they have made and can also be used to measure attainment.

### **Learning Environment**

Within our classrooms and school environment, positive learning behaviours and growth mind-set is advocated and built into school life. It is not required to have a PSHE display but where appropriate, PSHE resources will be displayed in classrooms (e.g. eat like a champ in UKS2) to support the learning. Each class should have a Praise folder for the children to access.

We ensure the children have a voice through our school council and Mental Health Ambassador program.

Throughout the school, physical activity breaks are built into the school day including GoNoodle, daily mile and yoga.

#### Resources are selected that are:

- age appropriate,
- non-discriminatory
- in accord with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

#### As a school, we participate in wider community events such as:

- Autism Awareness Day
- Mental Health Awareness Day
- Sign2sing
- Anti-bullying week
- Fire safety (Y2/5)
- Internet safety week

### **Communication with parents**

Information regarding PSHE learning will be sent to parents within the year group termly overview leaflet. Additional information will be communicated to parents via ParentMail if necessary.

All policies will be available to parents through our school website.

### **Staff Professional Development**

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE. Staff are encouraged to access appropriate school based INSET or external CPD opportunities. From a recent audit, staff have requested CPD, which is now in place and we have purchased a scheme to support progression, planning and with the resourcing lessons.

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### Seaton Primary School - Progression in PSHE skills



<b>Health and Wellbeing</b> <i>Pupils should be taught:</i> What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change, including puberty, transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this How to respond in an emergency To identify different influences on health and wellbeing	<b>Relationships</b> <i>Pupils should be taught:</i> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse Ways to respond to risky or negative relationships and how to ask for help How to respect equality and diversity in relationships	<b>Living in the wider world (global citizen driver)</b> <i>Pupils should be taught:</i> About respect for self and others and the importance of responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community About the importance of respecting and protecting the environment About where money comes from, keeping it safe and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise.
<b>EYFS</b>		
Children can explain ways of keeping clean and they can name some of the main parts of the body.	Children can name some feelings and what these may look like. Children can explain what makes a good friend.	Children can begin to explain different ways that family and friends should care for one another.
<b>Year 1</b>		
Children can explain ways of keeping clean, eating healthy and they can name the main parts of the body. They can explain that people grow from young to old.	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They know where their safe place is when things go wrong.	Children can explain different ways that family and friends should care for one another.
<b>Year 2</b>		
Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.	Children can demonstrate that they can manage some feelings in a positive and effective way. Children can identify their emotions, find a safe place and find an adult to help make a plan. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.
<b>Year 3</b>		
Children can make choices about how to develop healthy Lifestyles.	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)
<b>Year 4</b>		
Children can make choices about how to develop healthy Lifestyles. They understand when they should keep secrets and promises, and when they should tell somebody about them.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
<b>Year 5</b>		
They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations	They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.
<b>Year 6</b>		
They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

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### Seaton Primary School - Progression in PSHE Curriculum - knowledge



<b>Health and Wellbeing</b> <i>Pupils should be taught:</i> What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe About managing change, including puberty, transition and loss How to make informed choices about health and wellbeing and to recognise sources of help with this How to respond in an emergency To identify different influences on health and wellbeing	<b>Relationships</b> <i>Pupils should be taught:</i> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse Ways to respond to risky or negative relationships and how to ask for help How to respect equality and diversity in relationships	<b>Living in the wider world</b> <i>Pupils should be taught:</i> About respect for self and others and the importance of responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community About the importance of respecting and protecting the environment About where money comes from, keeping it safe and the importance of managing it effectively
<b>EYFS</b>		
<ul style="list-style-type: none"> <li>Learn the importance of, and how to, maintain personal hygiene.</li> <li>Recognise what they like and dislike, how to make choices</li> <li>Recognise good and not so good feelings, a vocabulary to describe their feelings to others</li> <li>Explore being healthy – snack times and daily mile</li> <li>Introduce correct terms for genitals – pants are private.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to show and communicate their feelings to others and begin to recognise how others show feelings. Use 'Talking together tree story' – emotional logic</li> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Explore friendships and families – who are safe, trusted people?</li> <li>Learn how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Help construct, and agree to follow, class rules and to understand how these rules help them.</li> <li>Explore how everyone has responsibilities to protect each other (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>Understand that everyone is different and that is a positive thing.</li> </ul>
<b>Year 1</b>		
<ul style="list-style-type: none"> <li>Explore a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Introduce ways to look after their minds.</li> <li>Learn the importance of, and how to, maintain personal hygiene.</li> <li>Recognise what they like and dislike, how to make choices and understand that choices can have good/not so good consequences</li> <li>Recognise and celebrate their strengths and set simple but challenging goals.</li> <li>Recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>Explore the process of growing from young to old and how people's needs change.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to communicate their feelings to others and to recognise how others show emotions. Re-cap the 'Talking together tree story' – emotional logic</li> <li>Recognise that their behaviour can affect other people</li> <li>Explore the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Share their opinions on things that matter to them through discussions with other children and the class</li> <li>Ensure they listen to other people (and the importance of this) and play/work cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how they can contribute to the life of the classroom and school including school council, house teams and other responsibilities.</li> <li>Help construct, and agree to follow, class rules and to understand how these rules help them.</li> <li>Explore how everyone has responsibilities to protect each other (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>Learn that they belong to different groups and communities such as family and school.</li> <li>Know what improves and harms their local, natural and built environments.</li> </ul>
<b>Year 2</b>		
<ul style="list-style-type: none"> <li>Learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, and healthy eating.</li> <li>Understand the importance of, and how to, maintain personal hygiene including how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop skills to help prevent diseases spreading.</li> <li>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good/not so good consequences.</li> <li>Explore Mental Health and how we can keep our minds happy.</li> <li>Reflect and think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>Recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</li> <li>Discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>Know what to do in an emergency - Fire safety talk</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to communicate their feelings to others, to recognise how others show emotions and how to respond. Continue using language from the 'Talking together tree story' – emotional logic and the process of ABC</li> <li>Recognise that their behaviour can affect other people</li> <li>Explore the difference between secrets and nice surprises (that everyone will find out about eventually) and importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>Ensure they listen to other people (and the importance of this) and play/work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>Offer constructive support and feedback to others</li> </ul>	<ul style="list-style-type: none"> <li>Understand how they can contribute to the life of the classroom and school including school council, house teams and other responsibilities.</li> <li>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li> <li>Explore how people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>Learn that they belong to different groups and communities such as family and school.</li> <li>Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</li> <li>Learning behaviours should be instilled within the classroom and they should begin to develop resilience.</li> </ul>

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### Seaton Primary School - Progression in PSHE Curriculum - knowledge

<p><b>Health and Wellbeing</b></p> <p><i>Pupils should be taught:</i></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p>	<p><b>Relationships</b></p> <p><i>Pupils should be taught:</i></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>Ways to respond to risky or negative relationships and how to ask for help</p> <p>How to respect equality and diversity in relationships</p>	<p><b>Living in the wider world</b></p> <p><i>Pupils should be taught:</i></p> <p>About respect for self and others and the importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively</p> <p>How money plays an important part in people's lives and a basic understanding of enterprise.</p>
<b>Year 3</b>		
<ul style="list-style-type: none"> <li>Identify what positively and negatively affects their physical and mental health</li> <li>Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</li> <li>Recognise opportunities and develop the skills to make their own choices about food, understanding the benefits of eating a balanced diet.</li> <li>Explore how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>Show they can reflect on and celebrate their achievements, identify their strengths and areas for improvement.</li> <li>Explore their understanding of good and not so good feelings and to extend their vocabulary (using emotional logic) to enable them to explain both the range and intensity of their feelings to others.</li> <li>Explore how feelings relate to emotions through emotional logic and be able to discuss what emotions might look like, feel like and when they might feel these.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and learn how to respond appropriately to a wider range of feelings in others using emotional logic to support the vocabulary used.</li> <li>Discover what constitutes a positive, healthy relationship and discuss how you could maintain positive and healthy relationships.</li> <li>Understand ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>Focus on bullying: what defines it, the impact of it and what to do if you notice or suffer from bullying.</li> <li>Identify different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>Discuss that marriage is an example of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together.</li> </ul>	<ul style="list-style-type: none"> <li>Research, discuss and debate topical issues, problems and events that are of concern to them linking with our global citizen driver. Use the local community to support this.</li> <li>Learn why and how rules/laws, that protect them and others, are made and enforced. Explore why different rules are needed in different situations.</li> <li>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>Understand the dangers of the internet and ways to stay safe online including gaming.</li> <li>Recognise dangers online including when people are trying to gather your personal information.</li> </ul>
<b>Year 4</b>		
<ul style="list-style-type: none"> <li>Identify what positively and negatively affects their physical, mental and emotional health</li> <li>Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</li> <li>Explore how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>Show they can reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals within and outside of school.</li> <li>Deepen their understanding of good and not so good feelings, to extend their vocabulary (using emotional logic) to enable them to explain both the range and intensity of their feelings to others.</li> <li>Ensure they know what they can do when they feel these emotions.</li> <li>Explore how feelings relate to emotions through emotional logic and be able to discuss what emotions might look like, feel like and when and why they might feel that way.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and respond appropriately to a wider range of emotions in others</li> <li>Discover what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>Understand ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>Focus on bullying: what defines it, the impact of it and what to do if you notice or suffer from bullying.</li> <li>Identify different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>Discuss that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. This will link with our global citizen driver and the local community will be used to support this.</li> <li>Learn why and how rules/laws, that protect them and others, are made and enforced. Explore why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</li> <li>Understand the dangers of the internet and ways to stay safe online including gaming.</li> <li>Recognise dangers online including when people are trying to gather your personal information. Explore ways to reduce your data being shared.</li> </ul>



### Seaton Primary School - Progression in PSHE Curriculum - knowledge



<p align="center"><b>Health and Wellbeing</b></p> <p><i>Pupils should be taught:</i></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p> <p>About managing change, including puberty, transition and loss</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p>	<p align="center"><b>Relationships</b></p> <p><i>Pupils should be taught:</i></p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>Ways to respond to risky or negative relationships and how to ask for help</p> <p>How to respect equality and diversity in relationships</p>	<p align="center"><b>Living in the wider world</b></p> <p><i>Pupils should be taught:</i></p> <p>About respect for self and others and the importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise.</p>
<b>Year 5</b>		
<ul style="list-style-type: none"> <li>Extend their understanding of a healthy lifestyle using 'Eat like a Champ' to deepen their understanding of food, nutrition and exercise.</li> <li>Explore how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>Recognise when they need help and begin to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</li> <li>Deepen their understanding of health and safety, basic emergency aid procedures including where and how to get help. Fire safety talk to support this.</li> <li>Extend their ability to discuss what emotions might look like, feel like and when and why they might feel that way. Explore the purpose of each emotion.</li> <li>Begin to identify how they feel in different scenarios and how this may be different to other people. Introduce methods/strategies to help children to resolve problems by using emotional logic.</li> <li>Identify how their body will, and their emotions may, change as they approach and move through puberty - Introducing menstruation.</li> <li>Discuss the importance of personal hygiene throughout this section of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Discuss ways to regulate their emotions to help them to make better choices with their friends and family.</li> <li>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> <li>Be able to recognise and manage 'dares'</li> <li>Recognise and challenge stereotypes and relate this to acceptance and bullying</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>Consider the lives of people living in other places, and people with different values and customs.</li> <li>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>Understand the dangers of the internet and ways to stay safe online.</li> <li>Explore social media and understand the rights you give the companies to your personal data.</li> <li>Recognise dangers online including when people are trying to gather your personal information. Explore ways to reduce your data being shared.</li> </ul>

# Seaton Primary School

## PSHE Policy



Year 6		
<ul style="list-style-type: none"> <li>• Explore how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>• Understand how social media can have positive and negative effects.</li> <li>• Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</li> <li>• Deepen their understanding of school rules about health and safety, basic emergency aid procedures, where and how to get help. Life skills session in the community to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• Consider the lives of people living in other places, and people with different values and customs.</li> <li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Using the school Christmas Bizarre and Summer Fete as an opportunity to put this into context.</li> </ul>
<ul style="list-style-type: none"> <li>• Know what is meant by the term 'habit' and why habits can be hard to change.</li> <li>• Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. This is taught in conjunction with Science.</li> <li>• Explore how feelings relate to emotions through emotional logic and be able to discuss what emotions might look like, feel like and when and why they might feel that way.</li> <li>• Revisit how their body will, and their emotions may, change as they approach and move through puberty, including menstruation. Understand the importance of personal hygiene throughout their lives.</li> <li>• Introduce human reproduction – school nurse to assist.</li> <li>• Look at how they can take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers?</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to recognise and manage 'dares'.</li> <li>• Recognise and challenge stereotypes and relate this to acceptance and bullying.</li> <li>• Recognise a risky or negative relationship and understand how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) Use the Virgin £5 project to put this into context.</li> <li>• Understand the dangers of the internet and ways to stay safe online.</li> <li>• Explore social media and understand the rights you give the companies to your personal data.</li> <li>• Recognise dangers online including when people are trying to gather your personal information. Explore ways to reduce your data being shared.</li> </ul>