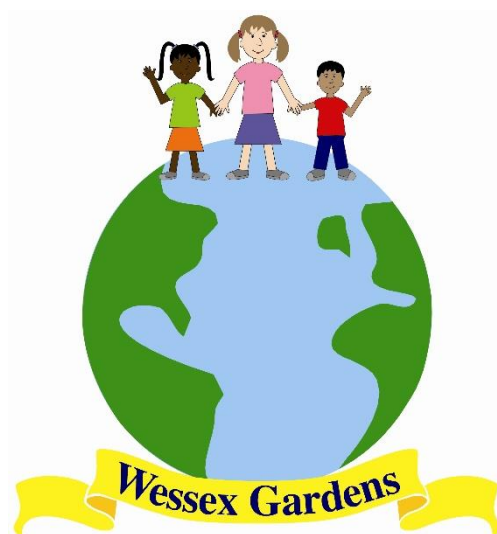


Wessex Gardens Primary & Nursery School





Personal Social and Health Education Policy July 2022

At Wessex Gardens we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

Approved by:	Alexander Banks	Jill Summers
Designation:	Headteacher	Chairman of the Governing Body
Signed:		
Date:	21 st July 2022	Review due by: July 2023

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Statement of intent

Wessex Gardens Primary and Nursery School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our SRE, sex and relationships education programme.

Personal, Social, Health and Economic education helps children and young people develop the knowledge, skills and attributes they need in order to be make safe and healthy decisions about their lives. Developing resilience, empathy, self-esteem and confidence are vital in order to face challenges and responsibilities now and in the future.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the <https://www.wessexgardens.co.uk> where it, and the PSHE curriculum, will be available to read and download.

1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:
- Education Act 1996
 - Education Act 2002
 - Children and Social Work Act 2017
 - DfE (2019) 'Keeping children safe in education' (KCSIE)
 - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2019) 'School and college security'

2. Aims of the PSHE curriculum

- 2.1. Pupils will learn to do the following:
- Understand what constitutes a healthy lifestyle.
 - Understand how to stay safe and behave online.
 - Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
 - Understand the law and consequences of risky behaviours.
 - Develop responsibility and independence within school which they will take forward into society in their working lives.
 - Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
 - Understand what constitutes 'socially acceptable' behaviour at school and in society.
 - Be a constructive member of society.
 - Understand democracy.
 - Develop good relationships with peers and adults.
 - Develop self-confidence, self-esteem and self-worth.
 - Make positive, informed choices as they make their way through life.
 - Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

3. Teaching methods and learning style

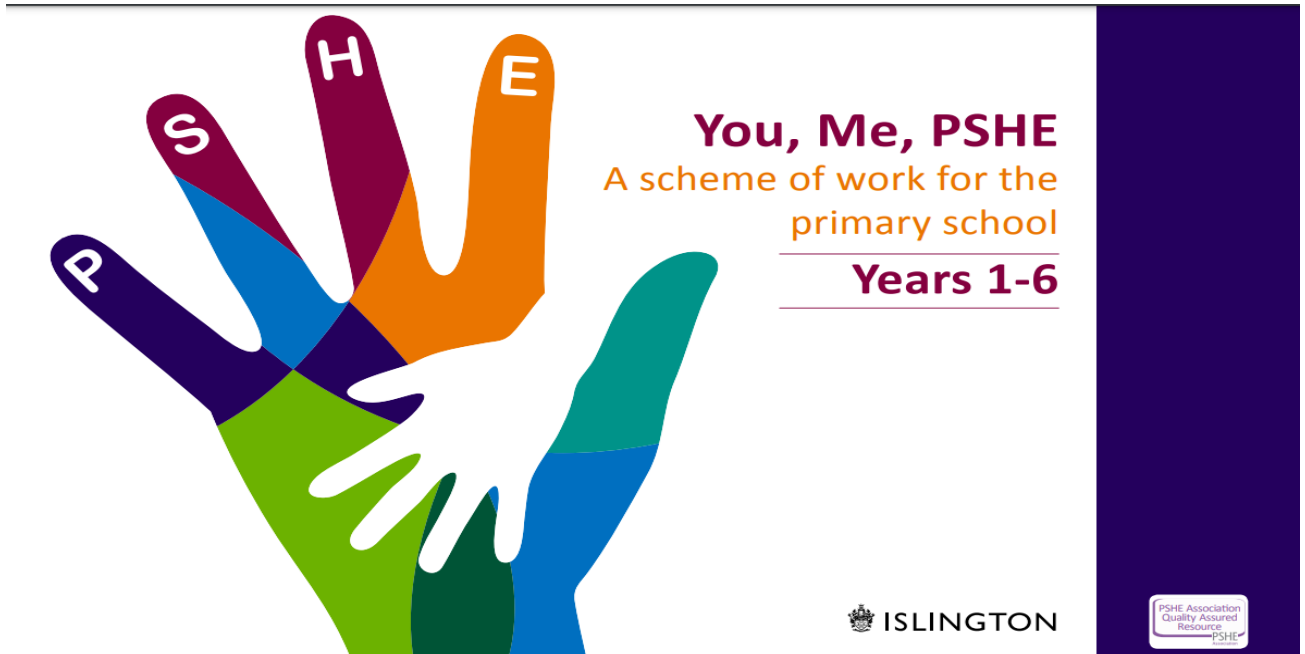
- 3.1. A range of teaching and learning styles are used to teach PSHE.
- 3.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 3.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
- No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 3.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 3.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored

by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

- 3.6. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 3.7. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

4. PSHE Curriculum

- 4.1. At Wessex Gardens Primary and Nursery School, we base our PSHE Curriculum on the 'You, Me & PSHE' Scheme created by the London Borough of Islington.



- 4.2. The 'You, Me, PSHE' scheme is a planning resource which supports the teaching of PSHE education in Key Stages 1 and 2. It can be used either as a complete PSHE programme, or adapted according to classroom needs.
- 4.3. The planning resource includes lesson plans, whole school and year group curriculum overviews, assessment activities and resources for teachers to use in lessons. The curriculum overviews enable teachers to track topics across the academic year alongside relevant learning expectations.
- 4.4. Each topic in the resources incorporates activities to establish the starting point of learners and assess progress. The topics included are:



- 4.5. Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term. Each PSHE lesson includes an overall learning

intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

5. PSHE Teaching Strategies



6. Whole School Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Sex and relationship education Healthy relationships / How a baby is made
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Sex and relationship education Healthy relationships / How a baby is made
Spring 1	Identity, society and equality Me and others	Sex and relationship education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Sex and relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Sex and relationship education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM

7. KS1 and KS2 Programmes of Study

The PSHE programme of study will cover the following topics:

Physical Health and Wellbeing:

Year 1

- about food that is associated with special times, in different cultures
- about active playground games from around the world
- about sun-safety

Year 2

- about making healthy choices about food and drinks
- about how branding can affect what foods people choose to buy
- about keeping active and some of the challenges of this

Year 3

- about making healthy choices about food and drinks
- about how branding can affect what foods people choose to buy
- about keeping active and some of the challenges of this

Year 4

- why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)
- about the importance of getting enough sleep

Year 5

- that messages given on food adverts can be misleading
- about role models
- about how the media can manipulate images and that these images may not reflect reality

Identity, society and equality:

Year 1

- about what makes themselves and others special
- about roles and responsibilities at home and school
- about being co-operative with others

Year 3

- Pupils learn about valuing the similarities and differences between themselves and others
- Pupils learn about what is meant by community
- Pupils learn about belonging to groups

Year 4

- about Britain as a democratic society
- about how laws are made
- learn about the local council

Year 5

- about stereotyping, including gender stereotyping
- workshop from Diversity Role Models or Equaliteach
- about prejudice and discrimination and how this can make people feel

Year 6

- about people who have moved to Islington from other places, (including the experience of refugees)
- about human rights and the UN Convention on the Rights of the Child
- about homelessness

Mental health and emotional wellbeing:

Year 1

- about different types of feelings
- about managing different feelings
- about change or loss and how this can feel

Year 2

- about the importance of special people in their lives
- about making friends and who can help with friendships
- about solving problems that might arise with friendships

Year 3

- about celebrating achievements and setting personal goals
- about dealing with put-downs
- about positive ways to deal with set-backs

Year 5

- about a wide range of emotions and feelings and how these are experienced in the body
- about times of change and how this can make people feel
- about the feelings associated with loss, grief and bereavement

Year 6

- what mental health is
- about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health

Keeping safe and managing risk

Year 1

- safety in familiar situations
- about personal safety
- about people who help keep them safe outside the home

Year 2

- about keeping safe in the home, including fire safety
- about keeping safe outside
- about road safety

Year 3

- to recognise bullying and how it can make people feel
- about different types of bullying and how to respond to incidents of bullying
- about what to do if they witness bullying

Year 4

- how to be safe in their computer gaming habits
- about keeping safe near roads, rail, water, building sites and around fireworks
- about what to do in an emergency and basic emergency first aid procedures

Year 5

- about keeping safe online
- that violence within relationships is not acceptable
- about problems that can occur when someone goes missing from home

Year 6

- about feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour) FGM Pupils learn: about the importance for girls to be protected against FGM

Drug, alcohol and tobacco education

Year 1

- about what can go into bodies and how it can make people feel
- about what can go on to bodies and how it can make people feel

Year 2

- why medicines are taken
- where medicines come from
- about keeping themselves safe around medicines

Asthma lesson for Year 2, 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3

- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco and second-hand smoke
- about the help available for people to remain smoke free or stop smoking

Asthma lesson for Year 2, 3 or 4

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 5

- about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis
- about different influences on drug use – alcohol, tobacco and nicotine products
- strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

Year 6

- about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs
- about assessing the level of risk in different situations involving drug use
- about ways to manage risk in situations involving drug use

Careers, financial capability and Economic Wellbeing

Year 1

- about where money comes from and making choices when spending money
- about saving money and how to keep it safe
- about the different jobs people do

Year 3

- about what influences people's choices about spending and saving money
- how people can keep track of their money
- about the world of work

Year 5

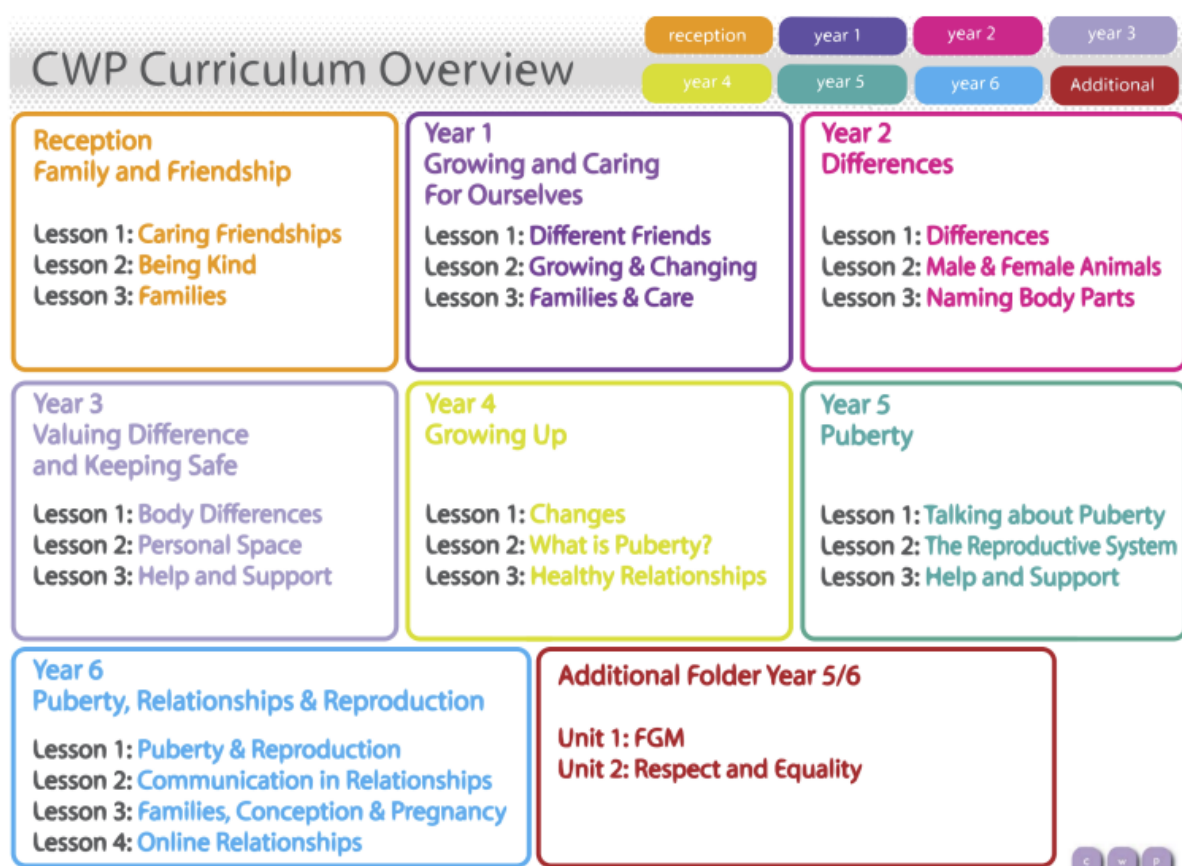
- that money can be borrowed but there are risks associated with this
- about enterprise
- what influences people's decisions about career.

8. Sex and Relationship Education

Relationships, Health and Sex Education are an integral part of our Personal, Social, Health and Economic (PSHE) education curriculum throughout the school. We have a responsibility to prepare our pupils for life in 21st Century Britain including recognising and being able to form healthy relationships and having the skills to keep themselves safe.

These lessons will continue to reflect our school values and link with our statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all families in our school community. These lessons support our constant challenge to prevent bullying in all its forms. We value the relationship we have with our parents and will continue to engage with them in the development of our PSHE curriculum. We see these lessons as the continuation of a conversation that will have started at home.

Christopher Winter Project Curriculum Overview



9. Planning, Monitoring and Evaluation

We plan for the teaching of PSHE and ensure that it is part of the teaching timetable in the short, medium and long term. The PSHE coordinator is responsible for monitoring planning. The teachers are encouraged to use the 'You, Me and PSHE' document and the modules in this scheme of work to plan lessons. The PSHE coordinator will also be responsible for monitor the work produced in the PSHE sessions; teachers are encouraged to record work through pupil voice, written work and photographs. Teachers will need to be observed to ensure the teaching of PSHE is delivering our proposed aims across the year groups.

10. Early Years

The structure of the EYFS framework is very different to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Early Years continues below.

PSHE

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.

	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.

	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

11. First Aid

"From 2020 onwards, all state-funded schools in England will be required to teach first aid as part of health education. This will include basic first aid for primary school children, for example dealing with common injuries, such as head injuries."

Wessex Gardens Primary School supports their teacher using 1 decisions schema to teach First aid. Our First Aid module has been written in-line with the latest Resuscitation Council guidance and is suitable for students in years 4-6. These unique resources, which support Wessex Gardens Primary School in delivering the statutory Health Education expectations, offer a series of videos with dual endings which provide students with basic first aid knowledge.

Throughout the topics, students will explore many areas including breathing difficulties, basic life support, severe bleeding, and head injuries, and will gain an understanding of how they can support a casualty in a first aid emergency situation, including calling for appropriate help.