

Carleton Endowed CE Primary School



*A faithful community that loves, lives and learns with hope and joy; where
Everyone is valued and encouraged to flourish*

PSHE policy

Policy creation	Autumn 2023
Date of next review	Autumn 2024

1. PSHE at Carleton Endowed CE (VA) Primary school



LOVING
LIVING
LEARNING
TOGETHER

At Carleton Endowed CE Primary, personal, social, health and education (PSHE) is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

2. PSHE Curriculum Intent

The intent of our PSHE curriculum is to equip our pupils with the knowledge, skills, attitudes and values necessary to lead healthy, safe, and successful lives as responsible citizens. We aim to deliver a progressive curriculum which covers knowledge and skills through a wide range of topics. Our PSHE curriculum is designed to be accessible, inclusive and relevant to the individual needs and experiences of our pupils, as well as promoting their personal development and well being.

We provide our children with opportunities for them to learn about rights and responsibilities and respect diversity. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We aim to enable children to reflect on and clarify their own values and attitudes.

At Carleton Endowed CE Primary we foster a safe, respectful, and inclusive learning environment, where pupils are encouraged to express their views, challenge stereotypes, and celebrate diversity.


3. PSHE Curriculum Implementation

To ensure the effective implementation of our PSHE curriculum, we follow a holistic and child-centered approach that engages with pupils in a variety of ways. Our teaching is based on a spiral, bespoke curriculum, in order to meet the needs of our children. We use a scheme of work called Jigsaw PSHE and supplement this using PSHE Association and NSPCC. Learning moves progressively from one year to the next, revisiting and building on previous knowledge and skills.

Our PSHE curriculum is delivered through a range of strategies, including discrete whole class weekly planned lessons, assemblies, workshops and cross-curricular links. We use a variety of teaching techniques, such as discussions, role-plays, case studies, videos, and interactive activities, to actively engage pupils and promote their understanding and application of the subject matter.

Our comprehensive curriculum covers all core areas of PSHE: Health and Well-being, Relationships, and Living in the wider world and takes into account the statutory requirements set out by the Department for Education, including teaching about online safety, the risks and impact of drugs and alcohol, and the importance of mental health and emotional well-being.

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Safeguarding threads	Consent Online Safety Sexual Harassment					
EYFS	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself Expectations of girls and boys	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goal	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety First Aid training – Gem Compliance	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Consent	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations NSPCC Pants
Year 1	Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Managing feelings	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Expectations of girls and boys	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness First Aid training – Gem Compliance	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Use of internet safety Consent	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition NSPCC Pants

Year 2	Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food First Aid training – Gem Compliance	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Use of internet safety Expressing appreciation for special relationships Consent	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition NSPCC Pants
Year 3	Being Me in My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Resilience	Celebrating Difference Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments Sexism	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices First Aid training – Gem Compliance	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends Consent	Changing Me Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition NSPCC Pants
Year 4	Being Me in My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Resilience	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions Sexism	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength First Aid training – Gem Compliance	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Grifriends and boyfriends Showing appreciation to people and animals Consent	Changing Me Being unique Confidence in change Accepting change Preparing for transition Environmental change NSPCC Pants

Year 5	Being Me in My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Feelings and emotions	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures Sexism	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour First Aid training – Gem Compliance	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules Consent	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition NSPCC Pants
Year 6	Being Me in My World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy Gender stereotypes	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliment	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress Oral hygiene First Aid training – Gem Compliance	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition NSPCC Pants Sexual consent

4. PSHE Curriculum Impact

The impact of our PSHE curriculum is evident through the positive outcomes of children learning the content outlined in our PSHE curriculum. Our approach develops critical thinking, emotional intelligence, resilience and self-esteem. Through a well-rounded PSHE education, our pupils are equipped with the necessary skills to make informed and responsible decisions about their physical and mental health, relationships, financial matters, involvement in their communities and staying safe on and offline.

Our pupils develop their own values to help them contribute positively to their own well-being and that of others.

Overall, our PSHE curriculum encompasses our Christian vision and our values of love, hope, joy and courage. It supports the development of confident, resilient and compassionate citizens, who are well-prepared for the demands of the modern world.

5. LGBT

At Carleton Endowed CE we teach our pupils about Lesbian, Gay, Bisexual and Transgender (LGBT) when they are in Year 5 and Year 6. We ensure that this is fully integrated into our programmes of study for PSHE rather than deliver it as a standalone unit or lesson. Whilst we usually introduce LGBT to our Year 5 and Year 6 pupils, we will introduce it earlier if we think it is necessary. All of our teaching is sensitive and age appropriate in both our approach and content of lessons. Pupils throughout school are taught about different family structures and are exposed to a range of stories that raise awareness of LGBT people.

We are aware that nearly half of all LGBT pupils face bullying (Stonewall.org.uk) therefore we are dedicated to raising awareness from the EYFS class upwards.

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support when required.

6. Statutory requirements

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

1. We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
2. We must teach health education under the same statutory guidance

7. Roles and responsibilities

The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

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

Staff

Staff are responsible for:

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

Pupils

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

Monitoring arrangements

The delivery of PSHE is monitored by Amanda Roberts our PSHE subject lead through: learning walks, drop in sessions, book and planning scrutiny, discussions with pupils.

This policy will be reviewed by Amanda Roberts annually. At every review, the policy will be approved by headteacher and governing body.

8. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy.
- Equal Opportunities Policy.
- Planning Policy.