



## **Four Oaks Primary School**

### **Personal, Social, Health and Economic Education (PSHE) Policy**

#### **Aims and Objectives**

At Four Oaks Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience, and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils at Four Oaks.

The aims of Personal, Social, Health and Economic Education are to enable the children to:

1. understand and manage their feelings
2. develop self-awareness and empathy
3. know and understand what constitutes a healthy lifestyle
4. be aware of safety issues; on and offline
5. understand what makes for good relationships with others
6. have respect for others
7. be independent and responsible members of the school community
8. be positive and active members of a democratic society
9. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
10. develop good relationships with other members of the school and the wider community.

#### **Teaching and Learning**

At Four Oaks Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extracurricular activities. These include mental health awareness week, safer internet day, Red Nose day and many others.

We seek to provide a safe, secure learning environment for PSHE. At the beginning of each year, every class establishes ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly. Likewise, children are also offered the option to 'pass' in certain discussions if they do not feel comfortable to contribute.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We

encourage the children to take part in a range of practical activities that promote active citizenship and provide opportunities to use their skills, e.g., Colomendy trip in KS2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **PSHE Curriculum**

### **Key Stage One and Two**

Our PSHE curriculum has been carefully crafted so that our children develop the morals, attitudes, values and beliefs as well as skills to equip them to lead happy, healthy and safe lives in modern day society.

We follow a scheme of work called 'You, Me and PSHE' in Years 1-6. There are 7 strands within the scheme which layout age-appropriate topics for the children to cover:

1. Identity, society and equality
2. Drug, alcohol and tobacco education
3. Physical health and well-being
4. Mental health and emotional well-being
5. Keeping safe and managing risk
6. Careers, financial and economic capability
7. Sex and relationship education (RSE)

One topic per half term is taught to each year group (RSE) is taught over a whole term in Y2, 4 and 6). Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

	Topic	Pupils learn...
Year 2	Girls, Boys & Families	<ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old – growing and changing</li> <li>• that everybody needs to care for and how to care for others</li> <li>• about different types of family and how their home life is special</li> </ul>
Year 4	Growing up and changing	<ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about menstruation</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> </ul>

		<ul style="list-style-type: none"> <li>strategies to deal with feelings in the context of relationships</li> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>
Year 6	Healthy Relationships and Reproduction	<ul style="list-style-type: none"> <li>about the changes that occur during puberty</li> <li>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>about human reproduction in context of human life cycle</li> <li>how baby is made and grows (conception and pregnancy)</li> <li>about roles and responsibilities of carers and parents</li> <li>to answer each other's questions about sex and relationships with confidence</li> <li>where to find support and advice if they need it</li> </ul>



The yellow flag symbol, on the whole school curriculum overview and year group curriculum overview demarcates PSHE topics and lessons that directly relate to Relationships and Sex Education.



The red flag symbol on the whole school curriculum overview and year group curriculum overviews demarcates PSHE topics and lessons that directly relate to safeguarding pupils.

### Early Years Foundation Stage

In our Early Years, PSHE is known as PSED (Personal, Social and Emotional Development) and it is a prime area of learning, therefore an integral aspect of daily planning, teaching and learning in Nursery and Reception. There are 3 core themes in PSED:

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### Teaching PSHE to children with special needs

All teachers and support staff provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion, and gender, whilst at the same time addressing the need for equal opportunity. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

### Assessment and recording

Assessment should be meaningful and offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented within individual learning journeys which include specific focussed PSHE objectives and circle time activities. Key Stage One and Two have a class 'floor book' where circle time discussions are recorded, pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic are included.

Teachers use their knowledge of their pupils and their observation of their verbal and written contributions in the lessons to assess the pupils' level of understanding of the topics covered. In groups, pupils complete pre and post topic activities as per the plans in the scheme of work and are evidenced in the floor books. These are used by teachers to ascertain the level of understanding held by the pupils before the topic and, if necessary, lessons will be adjusted accordingly. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year and key stage.

Twice-yearly pupil voice sessions are conducted by the Subject Leader. Attainment, progress, accessibility, and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.

From Spring 2021, children in Year 1-6 have individual 'Reflection Journals'. These are notebooks where individual children are encouraged to record their own thoughts, ideas, reflections, or key learning that they found most pertinent during their PSHE lessons.

Reflection Journals are the personal property of individual pupils and the access and use of them is controlled as follows:

- Reflection Journals will only be accessed by the pupil and teaching staff.
- The Reflection Journals will not be accessed by other pupils.
- A pupil may choose to share an extract from their journal, such as a key learning point, if they wish to do so. This is entirely voluntary, and a child will never be 'encouraged' or coerced into sharing the content.
- Reflection Journals will be stored safely in the classroom away from general access by other pupils.
- Each child has their Reflection Journal available during each PSHE lesson. They may also ask to access their Reflection Journal at other times.
- Children will be encouraged to keep personal notes in their Reflection Journal throughout each topic but there is no requirement to make an entry during each lesson. The child WILL be asked to make an entry, summarising their key learning, at the end of each half term or topic.
- The teacher will use the final summary entry as part of their assessment of the child's knowledge and understanding of the topic. A positive acknowledgement mark that the entry has been seen will be made, such as a tick or teachers initials. There will be no corrections as we do not want a child's concern about the quality of their recording such as a spelling error, to inhibit their recording in the Reflection Journal. This is particularly the case for LAP and SEND pupils. All pupils will be treated equally in PSHE lessons.
- Annotated illustrations and diagrams are acceptable.

### **Resources**

Resources for PSHE are stored centrally so all teachers have access to them for example, in the library there is a wealth of 'PSHE' specific books to cover a range of topics including bereavement, loss, families and managing emotions. The PSHE subject leader will regularly

review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

### **Monitoring and review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

British 'Golden' Values

At Four Oaks, we believe in and promote;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The children practice: 'democracy' through the election of the student council and circle time; 'the rule of law' by knowing and following our school rules; 'individual liberty' through making different choice and expressing these in PSHE lessons and keeping themselves safe learning about E-Safety; 'mutual respect' by supporting charities and following our behaviour policy 'tolerance of those with different faiths and beliefs' through their learning in PSHE & RE.

### **Safeguarding**

The Reflection Journals will be personal to the children and they do not have to share their entries or reflections with peers. However, they will be aware that it will be shared between teacher and pupil. The journals will be stored in a safe and secure place out of reach from other children. Staff will follow safeguarding procedures if there is anything disclosed in the journals that needs reporting or further investigation.

During verbal and written sessions, pupils who have been observed and/or acknowledged by staff to be at risk or vulnerable are referred to the Safeguarding Leader. Her actions may include referring them for additional support such as CAMHS or a Family Support Worker.

The red flag symbol on the whole school curriculum overview and year group curriculum overviews demarcates PSHE topics and lessons that directly relate to safeguarding pupils.

Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson.

**Date: October 2025**