



**PSHE Policy**  
**Cherry Lane Primary School**

Subject Lead	Holly Cook and Natalie Powers
Date policy formulated	September 2022
Policy approved by	Headteacher
Date of next review	September 2023

**Intent:**

At Cherry Lane we consider personal, social and health education (PSHE) a vital aspect to our school. We believe PSHE enables pupils to develop knowledge, skills and characteristics through their learning which contributes to their life skills now and prepare them for their future. Children enter our school from a variety of backgrounds, bringing with them a wide difference in experiences and their ability to cope with challenges.

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (2022) states that:

*'Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. In schools, relevant topics will be included within Relationships Education and Health Education.'*

Through the ethos of the school and structured activities the Personal, Social and Health policy should;

- prepare all pupils for the opportunities, responsibilities and experiences of life.
- develop pupils ability to relate to others.
- promote pupils' self-esteem, health and emotional well-being.
- help pupils to make informed choices at school and later in life, enabling them to appreciate the relevance of their achievements in life and society.

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to;

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing.

**Implementation:**

At Cherry Lane Primary we follow a SCARF theme across the school and look at one of the six themes half termly seen below;

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Me and my relationships</b>	<b>Valuing Differences</b>	<b>Keeping myself safe</b>	<b>Rights and responsibilities</b>	<b>Being myself</b>	<b>Growing and changing</b>
<b>Skills taught</b>	Empathy Self-awareness Motivation Social skills	Managing feelings Empathy Social skills Self-awareness (anti-bullying week in November)	Motivation Self-awareness	Self-awareness Managing feelings Empathy	Motivation Social skills Managing feelings	Motivation Social skills Managing feelings

The following table shows what is taught in each year group and the skill that they have learnt:

	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Health and wellbeing</b>	<p>Children will:</p> <p>Learn and practise skills for maintaining hygiene.</p> <p>Learn about different food type- some healthy, some not.</p> <p>Aware that we need to drink, exercise and sleep to keep healthy.</p> <p>To speak to adults/ peers if they are worried.</p> <p>Name parts of the body, linked to their learning.</p> <p>Understand the idea of growing from young to old.</p> <p>Make simple choices between activities, foods, etc.</p> <p>Know when I feel well or unwell.</p> <p>Identify dangers in pictures e.g. around the home.</p> <p>Shows awareness of keeping safe within the indoor and outdoor classroom.</p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand what constitutes a healthy lifestyle. To learn about good and not so good feelings.</li> </ul> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <ul style="list-style-type: none"> <li>• To understand how some diseases are spread and can be controlled.</li> <li>• (To learn about the process from growing from old to young).</li> <li>• (To know the names for the main parts of the body (including external genitalia).</li> <li>• To recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• To learn about change and loss and their associated feelings.</li> <li>• To learn about people who look after them and who to go to if they are worried.</li> <li>• To learn rules for and ways of keeping physically and emotionally safe –including road safety and the difference between secrets and surprises.</li> <li>• To understand that household products, including medicines, can be harmful.</li> </ul> <p>To understand what constitutes a healthy lifestyle (revision).</p> <ul style="list-style-type: none"> <li>• To recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences.</li> <li>• To learn about good and not so good feelings (revision).</li> <li>• To learn about change and loss and the associated feelings (revision).</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</li> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</li> <li>• To deepen understanding of good and not so good feelings (revision).</li> <li>• To learn about change, including transitions, loss, separation, divorce and bereavement.</li> <li>• To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</li> <li>• (To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact).</li> <li>• To develop strategies for keeping physical and emotionally safe –including online safety (revision).</li> <li>• To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision).</li> <li>• To deepen their understanding of good and not so good feelings (revision).</li> <li>• To learn about change, including transitions, loss, separation, divorce and bereavement (revision).</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>• (To learn about human reproduction including conception).</li> <li>• To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</li> <li>• To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety (revision).</li> <li>• To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• To learn what is meant by the term ‘habit’ and why habits can be hard to change.</li> <li>• To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision).</li> <li>• (To learn how their bodies will change as they approach and move through puberty).</li> <li>• To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves (revision).</li> <li>• (To learn about human reproduction including conception).</li> <li>• (Online safety)</li> </ul>

		<ul style="list-style-type: none"> <li>• (To know the names for the main parts of the body (including external genitalia).</li> <li>• To recognise and celebrate their strengths and set simple but challenging goals (revision).</li> <li>• To learn rules for, and ways of keeping, physically and emotionally safe –including road safety, online safety, the differences between secrets and surprises etc. (revision).</li> <li>• To understand that household products, including medicines, can be harmful (revision).</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</li> </ul> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision).</p> <ul style="list-style-type: none"> <li>• To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision).</li> </ul>	<ul style="list-style-type: none"> <li>• To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.</li> <li>• To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>• To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply</li> </ul>
<b>Vocab</b>		Comfortable, uncomfortable, belong	Adapt, belonging, accepted, rejected	Anticipation, over-reaction, empathy, empathise, anxiety, anxious

<p><b>Relationships</b></p>	<p>Children will:</p> <p>Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. Show understanding that their actions can affect others and how they feel.</p> <p>Recognise that you are unique. Express your own likes, dislikes and preferences. Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or believe in different things. Understand that bullying is something that happens again and again; and that it is not acceptable.</p> <p>Say why someone is special to me. Recognise ways in which my family/carer is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say “thank you” and “sorry”.</p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To know how to communicate feelings to others and recognise how others show feelings.</li> <li>• To identify special people and how they should care for one another.</li> <li>• To recognise what is fair and unfair, kind and unkind, right and wrong.</li> <li>• To learn people’s bodies and feelings can be hurt.</li> <li>• To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.</li> <li>• To listen to other people and play and work cooperatively.</li> <li>• To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</li> <li>• To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To know how to communicate feelings to others and recognise how others show feelings (revision).</li> <li>• To recognise how their behaviour affects other people.</li> <li>• To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises (revision). • To listen to other people and play and work cooperatively (revision).</li> <li>• To be able to offer and receive constructive support and feedback to and from others.</li> <li>• To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond (revision).</li> <li>• To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>• To learn to recognise what is fair/unfair, kind/unkind, right/wrong (revision).</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.</li> <li>• To learn to recognise and manage ‘dares’.</li> <li>• To recognise what constitutes a positive, healthy relationship.</li> <li>• To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To learn that their actions affect themselves and others.</li> <li>• To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</li> <li>• To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view.</li> <li>• To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</li> <li>• To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To work collaboratively towards shared goals.</li> <li>• To develop strategies to solve 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>• To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To recognise and manage dares (revision).</li> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</li> <li>• To recognise that their actions affect themselves and others (revision).</li> <li>• To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</li> <li>• To 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 (revision).</li> <li>• To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (revision).</li> <li>• To work collaboratively towards shared goals (revision).</li> <li>• To recognise and challenge stereotypes (revision).</li> <li>• To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage (revision).</li> <li>• To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge their points of view (revision).</li> </ul>
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<b>Vocab</b>	Understand	Accept	Express	Empathise

<p><b>Living in the wider world</b></p> <p><b>Key Vocabulary</b></p>	<p>Children will:</p> <p>Can take turns. Understand classroom rules and routines. Learn about some of the school rules, including medicines in school. Understand that we have different roles within school including being in charge of our tidy up areas.</p> <p>We take care of our class environment. We show care and concern for our school environment. Recycle paper and plastic in my classroom.</p> <p>Take ownership of own learning and which areas I learn.</p> <p>I understand that everything cost money so we need to look after our resources.</p>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To learn how to contribute to the life of the classroom.</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• To understand that people and other living things have needs and that they have responsibilities to meet them.</li> <li>• To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</li> <li>• To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</li> <li>• To learn how to contribute to the life of the classroom (revision).</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision).</li> <li>• To learn that they belong to various groups and communities such as family and school.</li> <li>• To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</li> <li>• To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving (revision).</li> <li>• To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision).</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that everyone has human rights.</li> <li>• To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</li> <li>• That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the UK.</li> <li>• To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</li> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</li> <li>• To develop an initial understanding if the concepts of 'interest', 'loan', 'debt', and 'tax'.</li> <li>• To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>• To explore and critique how the media present information.</li> <li>• To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</li> <li>• To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</li> <li>• To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the UK.</li> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• To learn about the role money plays in their own and others' lives (revision).</li> <li>• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', and to increase their understanding of how to manage their money and become a critical consumer (revision).</li> <li>• To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> <li>• To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• To know that there are some cultural practices which are against British law and universal human rights (revision)</li> <li>• To realise the consequences of antisocial and aggressive behaviours such as bullying and discrimination on individuals and communities (revision)</li> <li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (revision)</li> </ul>
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			<ul style="list-style-type: none"> <li>• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</li> <li>• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).</li> <li>• To learn about enterprise and the skills that make someone 'enterprising'.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision)</li> <li>• To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision)</li> <li>• To learn about enterprise and the skills that make someone 'enterprising' (revision)</li> </ul>
	Happy, sad, excited, scared	Happy, sad, excited, scared, worried	Happy, sad, scared, predict, adapt	

In regards to the SCARF theme, children are taught about the zones of regulations and how to understand what they are feeling and how to deal with their emotions.

Children also have the opportunity to visit the Life Bus at the beginning of the academic year. Each session is tailored to an age-appropriate level and teaches them about key life skills which is a cross-curricular link to other subjects such as science. Children in reception and year 2 are also given a chance to complete pedestrian training which enhances their knowledge of road safety.

### **Cross Curricular Skill and Links**

PSHE will be an intrinsic part of topic plans, as one of the drivers; therefore many cross curricular links will be made throughout all topics, in all year groups.

### **Inclusion**

Children will engage in many types of tasks to involve critical reflection, practical activities, creative development and writing. Where necessary, activities and resources may be differentiated so as to take account of such individuals.

### **Equal Opportunities**

PSHE and citizenship will be taught to all pupils, irrespective of race, culture, religious diversity, gender or disability. All pupils will have access to a broad and balanced curriculum and adequate time will be given to meet the National Curriculum requirements.



## **Assessment and Monitoring**

Pupil's personal and social development will be observed by members of staff in different contexts, like the classroom and playground, and a variety of activities including individual, paired and group work. Any concerns regarding their health or personal and social development will be put forward to class teachers and the SEN coordinator. If necessary these can then be discussed with parents and strategies can be implemented that will support the pupil in their development. PSHE is taught to children weekly and PSHE coordinators have monitoring days through the school year which will enable them to observe PSHE being taught through the school. Books will be reviewed to ensure that cross-curricular links have been made. Children have opportunities to show the progress made at the end of each half-term in a whole school assembly. They also have the chance to have a class assembly which usually is based on our termly theme.

### **Impact:**

- By teaching children the necessary skills, children will have an understanding of the importance of learning the subject.
- Children will recognise and apply the British Values and will be able to show a healthy attitude towards school.
- They will be able to develop a healthy and positive attitude towards their peers which will impact them for their future.
- Children will recognise the importance of knowing how they feel, what they can do to self-regulate to control their emotions and to seek help when needed.
- They are aware of who to go to and who to speak to with any concerns. Restorative approaches- the learning mentor is trained to use this approach to promote harmonious relationships in schools which lead to the successful resolution of conflict.
- They will understand the physical aspects involved in RSE at an age-appropriate level.
- School Council Advocates– two representatives from each class are democratically elected through the process of a secret ballot to become school counsellors and advocates for their peers.
- Assemblies- class teachers build on the SCARF topics which are taught during circle time.