



Why does PSHE Matter?

**Guiding principles from the PSHE Matters document and
from The PSHE Association guidance**

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

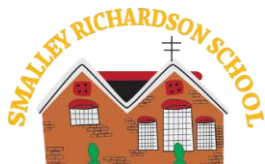
PSHE enables students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that schools offer beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE.

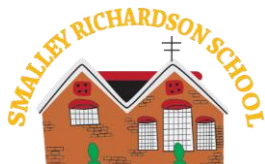
For truly effective PSHE, the whole school ethos will support the curriculum and principles.



The 10 Principles of effective PSHE

The PSHE Association has developed the following evidence-based principles of good practice in PSHE that apply across all Key Stages. PSHE Matters has been designed with these in mind:

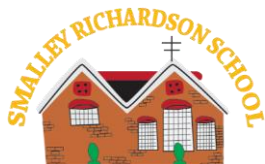
1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.



10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

OUR PSHE programme strives to:

- Promote best Personal Social and Health Education (PSHE) practice.
- Present a spiral curriculum which is easy to understand and accessible to all.
- Increase teacher confidence, particularly around teaching sensitive issues.
- Ease teachers' load by providing creative lesson ideas.
- Provide formative and summative assessment activities.
- Improve pupils' emotional literacy.
- Help pupils to stay safe and healthy.
- Impact positively on the school ethos/culture.
- Help prepare pupils for life and work by developing 'Skills for Life'.
- Ensure our school is ready for statutory Relationships and Sex Education (RSE)



A Safe Learning Environment

It is important that PSHE is delivered within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. The class may already have an established set of ground rules.

Ground Rules

It is important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable, one-to-one setting. It is not appropriate, therefore, to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Therefore, it is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Being mindful of how topics could act as a trigger for pupils, should always be considered as some topics raise very sensitive issues. Having clear ways of supporting pupils should be made clear in the PSHE policy.

To be effective, students and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Possible Ground Rules:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.



Distancing techniques, using third person such as characters from a story, scenarios, role play and depersonalised discussions and anonymous question boxes are strategies that are promoted throughout our teaching methods. School staff should not promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is important to take into account DFE guidance and all relevant school policies when planning and delivering PSHE.

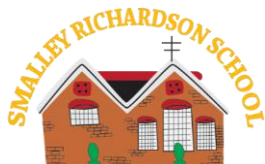
Long Term planning in PSHE

The updated spiral curriculum, which is taken from the PSHE Association framework, means that from Years 1-6 children follow the same themes each year and the content develops over their time in our school:

Term	Thematic overview
Autumn Term	Relationships Families and friendships Safe relationships Respecting ourselves and others
Spring Term	Living in the wider world Belonging to a community Media Literacy and digital resilience Money and work
Summer Term	Health and wellbeing Physical health and mental wellbeing Growing and changing Keeping safe

PSHE in the Early Years

Children in EYFS are taught following the PSED guidance in the Early Years framework. PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:



Personal, Social and Emotional Development

What is it?

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

In the Revised EYFS PSED is broken down into three aspects:

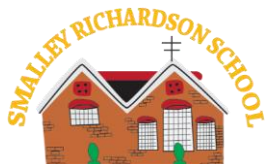
- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Self-confidence and self-awareness

This aspect is about how children come to develop confidence in who they are and what they can do and in expressing their own ideas. We know that although many children have several people who care deeply about them, all children need to have at least one person who is 'on their side' for them to really thrive. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.

Managing Feelings and Behaviour

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet. It also links to how they learn and can follow simple rules which operate in different places such as home and a setting or a play area. Children need



the support of adults to help them to understand these complex and often challenging areas.

Making relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

This area of development and learning is one which many adults continue to struggle with since it is far-ranging and complex. Helping children develop personally, socially and emotionally is often challenging but the benefits of this are life-long.

Assessment and Medium Term Planning

Guidance on assessment and recording/evidencing of progression will be delivered alongside MTP guidance. Assessment is an area of PSHE which needs thought to create a school wide system which is clear, organised and manageable.

E Reckless October 2020