



FCVS PSHE Policy

Scheme of Delegation	
Approval By:	Education Committee
Staff Lead Reviewer:	
Assigned Governor	curriculum/subject
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Dates	
Category (delete as applicable)	<p>A: statutory policy required by educational legislation</p> <p>B: statutory policy required by other legislation impacting directly on schools</p> <p>C: statutory other</p> <p>D: document referenced in statutory guidance</p> <p>NS: non statutory</p>
Communication	
Publication (delete as applicable)	FCVS Website

PSHE Policy

At Farnham Common Village Schools we believe that the personal, social and health development of each child has a significant role in their ability to learn. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We believe PSHE enables children to become healthy, independent and responsible members of society. We are also aware of the way that PSHE supports many of the principles of Safeguarding (See Safeguarding Policy.)

Aims

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people;
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To promote mental health and wellbeing
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and manage risk in their own lives.

Overview of the curriculum

Our long term progression document has been written by the staff collaboratively and ensures knowledge and skill progression throughout EYFS-KS2. PSHE is taught under three broad themes: Health and Wellbeing, Living in the Wider World and Relationships.

In the EYFS, the Personal, Social and Emotional curriculum is taught by making connections throughout the curriculum and is strongly linked to play. There are planned activities that are part of topics, as well as individual tasks and activities to develop personal skills such as dressing, feeding and toileting. The children are given the opportunity to engage in social activities, as members of a small group or through whole school activities.

KS1 and KS2 - The PSHE curriculum often shows links to our school values and is linked to a PSHE whole school assembly each week. In class, PSHE is timetabled, with the whole school dedicating an hour to the subject each week.

Relationships and Sex Education is also taught throughout the key stages during the PSHE lessons throughout the year (please see separate RSE policy and scheme of work on website).

Teachers will use a range of resources in their lessons, and techniques such as discussion and circle time.

Curriculum Content

Our PSHE long term overview can be found in appendix 1 of this policy.

Several quality resources are available for teachers to use in their planning for PSHE lessons.

The Christopher Winter Project is a comprehensive RSE scheme which includes all of the lesson planning and resources required for teaching RSE in primary schools. The resource has been highly recommended by the PSHE association.

Within and beyond the curriculum children are constantly given opportunities to:

- Discuss, debate and present ideas;
- Formulate and express their own ideas and opinions;
- Listen to others' views, which may be in contrast to their own, and justify those opinions held by themselves;
- Weigh evidence, balance arguments and draw conclusions;
- Communicate findings in different ways;
- Understand cause and effect.
- Investigate and participate in problem-solving activities.

Children foster the following attitudes:

- Respect and consideration for others;
- An understanding of the similarities and differences in people;
- Empathy;
- An abhorrence of mental and physical cruelty;
- A favourable view of a healthy lifestyle.

Time Allocation

P.S.H.E. can be undertaken in a variety of ways. It can be:

- Explicit, within a discrete, regular weekly timetable slot;
- Implicit, as elements within any curricular or extra-curricular activity;
- A specific topic or theme over a limited period (module or unit of work);
- A part of a creative, multi-disciplinary topic;
- A part of R.E.;
- A part of Science education;
- A result of question or incident arising between individuals, within small groups and tutor groups, year groups or at whole school level ;
- An assembly;
- A School Council meeting.

- Multi-media programmes - DVDs, websites, games and simulations, plus extra-curricular visits and outside speakers are particularly useful stimuli for P.S.H.E.

At Farnham Common Village Schools we are very keen to involve our parents and representatives from local community groups and businesses in our programmes of study as well as capitalising on the many learning opportunities that present themselves in the “fields” of the outside classroom, local and wider communities.

P.S.H.E. readily lends itself to practical, dramatic and co-operative activities. School visits, both day trips and residential visits are excellent opportunities for pupils to apply and display their learning of P.S.H.E.

Equal Opportunities

Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds.

Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils’ current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

PSHE lesson plans are discussed with the SENCO and learning support assistants in order to tailor the PSHE curriculum to the needs of SEND children.

Teaching Expectations

PSHE, as a discrete subject, will not and should not always result in formal written work. However, value should be assigned to children’s studies and activities in P.S.H.E. by the mounting or collation of photographic evidence, collaborative documents such as class charters, agreed rules, shared targets and other related evidence. Each class will have a class PSHE book where evidence of mind maps, discussion and photographs can be kept. This will form the basis of assessment.

Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject.

Learning in PSHE education should be assessed for several reasons:

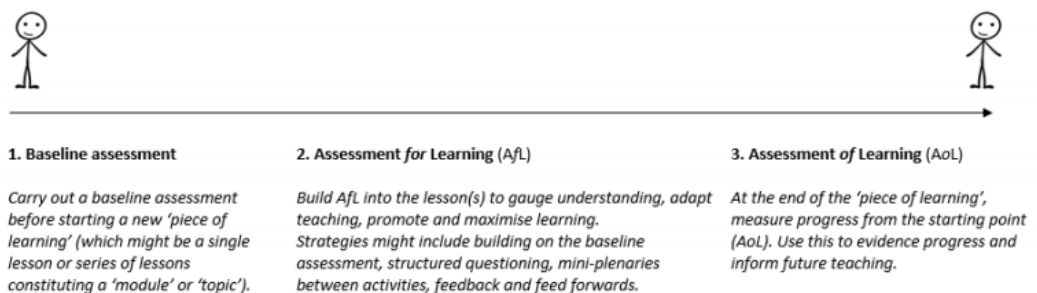
- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual’s identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils’ motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.

- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas”

Personal attributes, so central to PSHE education, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil’s self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today’s performance against their own previous performance. So the benchmark against which progress is measured is the pupil’s own starting point, not the performance of others or the requirements of an exam syllabus.

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



Child Protection and Confidentiality:

Teachers should be highly aware of the sensitivity of many issues that may arise through P.S.H.E. They should know the Confidentiality Policy and follow the Child Protection Policy.

Roles and Responsibilities

The governing board

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

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.

PSHE Overview

Year 3

Autumn			Spring			Summer		
Health and Wellbeing – Healthy Lifestyles	Relationships – Healthy Relationships	Health and Wellbeing – Keeping Safe	Health and Wellbeing – Growing and Changing	Relationships – Feelings and Emotions	Relationships – valuing difference	Living in the Wider world – Rights and Responsibilities	Living in the Wider World – Environment	Living in the Wider World - Money
What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising what they are good at; setting goals (growth mindset). Describing feelings; conflicting feelings and how to manage feelings	Recognising feelings in others; responding to how others are feeling	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Homelessness – Being a part of the community and who works in the community	Responsibilities; rights and duties British Values Homelessness	Enterprise; what it means; developing skills in enterprise – working alongside year 6.
Sex and Relationships Education – The Christopher Winter Project								
<p>Lesson 1 – Differences male and female</p> <p>The names of the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>			<p>Lesson 2 – Personal Space</p> <p>To recognise how and when to ask to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To judge what kinds of physical contact is acceptable or unacceptable and how to respond</p>			<p>Lesson 3 – Family Differences</p> <p>To be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage</p>		

PSHE Overview

Year 4

Autumn			Spring			Summer		
Health and Wellbeing – Keeping safe	Health and Wellbeing – Healthy Lifestyles	Relationships – Valuing Difference	Relationships – Feelings and Emotions	Relationships – Healthy Relationships	Health and Wellbeing – Growing and Changing	Living in the Wider world - Rights and Responsibilities	Living in the Wider World – Environment	Living in the Wider World - Money
How to keep safe in the local area and online; who helps them stay healthy and safe	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Listen and respond effectively to people; share points of view	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change.	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world. Clothing	Sustainability of the environment across the world. Clothing	Role of money; managing money (saving and budgeting); what is meant by interest and loan.
Sex and Relationships Education – The Christopher Winter Project								
Lesson 1 – growing and changing To explore the human life cycle Science link: describe changed as humans develop to old age Human reproduction			Lesson 2 – what is puberty? To identify some basic facts about puberty How their body will, and emotions may, change as they approach and move through puberty.			Lesson 3 – puberty changes and reproduction To explore how puberty is linked to reproduction To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.		

PSHE Overview

Year 5

Autumn			Spring			Summer		
Health and Wellbeing – Healthy lifestyles	Health and Wellbeing – Growing and Changing	Health and Wellbeing - Keeping Safe	Relationships – Feelings and Emotions	Relationships – Healthy Relationships	Relationships – Valuing Difference	Living in the Wider world - Rights and Responsibilities	Living in the Wider World – Environment	Living in the Wider World - Money
What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people’s lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Sex and Relationships Education – The Christopher Winter Project								
<p>Lesson 1 Talking about puberty</p> <p>To explore the emotional and physical changes occurring during puberty</p> <p>Science link: describe changes as humans develop into old age</p>			<p>Lesson 2 Male and Female Changes</p> <p>To understand male and female changes in more detail</p>			<p>Lesson 3</p> <p>To explore the impact of puberty on the body and the importance of hygiene</p> <p>To explore the ways to get support in puberty</p>		

PSHE Overview

Year 6

Autumn			Spring			Summer		
Health and Wellbeing – Healthy lifestyles	Health and Wellbeing – Growing and Changing	Health and Wellbeing - Keeping Safe	Relationships – Feelings and Emotions	Relationships – Healthy Relationships	Relationships – Valuing Difference	Living in the Wider world - Rights and Responsibilities	Living in the Wider World – Environment	Living in the Wider World - Money
Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (incl. forced marriage); committed; loving relationships; marriage. Acceptable / unacceptable physical touch; personal boundaries & the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (CROSS YEARGROUP PROJECT WITH YEAR 3)
Sex and Relationships Education – The Christopher Winter Project								
Lesson 1 Puberty and Reproduction To talk about puberty and		Lesson 2 Understanding Relationships Consider physical and		Lesson 3 Conception and Pregnancy Know some basic facts about		Lesson 4 Communicating in relationships To explore the positive and negative ways of		

PSHE Overview

reproduction with confidence	emotional behaviour during relationships	pregnancy and conception To describe the decisions that have to be made before having a baby	communicating in a relationship
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PSHE Overview

	Autumn				Spring		Summer		
	Rights and Responsibilities	Feelings and emotions	Healthy Relationships	Valuing Difference	Environment	Healthy lifestyles	Growing and Changing	Keeping Safe	Money
Year 1	Group and class rules; everybody is unique in some ways and the same in others <u>L1/L2</u> L8 L9	Recognising feelings in self and others; sharing feelings R1	Secrets and keeping safe; special people in their lives R8 R9	Respecting similarities and differences in others; sharing views and ideas <u>R5</u> <u>R8</u>	Looking after the local environment (CROSS YEARGROUP PROJECT WITH YEAR 2) <u>L5</u> Joint project Rainforest	What helps keep bodies healthy; hygiene routines H1 H6/H7	Recognising what they are good at; setting goals. Change and loss and how it feels <u>H3</u> H5	Keeping safe around household products; how to ask for help if worried about something H11 <u>H13/H14/H15</u>	Where money comes from; how to use money - saving and spending money <u>L6/L7</u>
Sex and Relationship Education - The Christopher Winter Project									
	Lesson 1 - keeping clean To understand basic hygiene principles			Lesson 2 - Growing and Changing Understand how babies become children then adults. Know the difference between girl and boy babies			Lesson 3 - Families and Care To explore the different types of family and who to ask for help.		
Year 2	Group and class rules; everybody is unique in some ways and the same in others <u>L1/L2</u> L3 L4 L10	Behaviour; bodies and feelings can be hurt R2/R4/R12 R11	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying R6/R7	Respecting similarities and differences in others; sharing views and ideas <u>R5</u> <u>R8</u>	Looking after the local environment (CROSS YEARGROUP PROJECT WITH YEAR 1) <u>L5</u> Joint project	Healthy choices; different feelings; managing feelings H2 H4	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved <u>L6/L7</u>

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			R10 R13/R14		Plastics		genitalia) H3 H8/H9 H10	H12 <u>H13/H14/H15</u>	
Sex and Relationship Education - The Christopher Winter Project									
<p>Lesson 1 - Differences between boys and girls</p> <p>To introduce the concept of male and female and the idea of gender stereotypes, to identify the differences between male and females.</p> <p>Lesson 2: Differences between males and females</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle.</p> <p>Lesson 3: Naming the Body Parts</p> <p>To focus on sexual difference and name body parts</p> <p>Science link:</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p>									