



# **Thistly Meadow Primary School PSHE CURRICULUM POLICY**



# THISTLY MEADOW PRIMARY SCHOOL

## PSHE CURRICULUM POLICY

### RATIONALE

Personal, social and health education (PSHE) and citizenship at Thistly Meadow aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. At Thistly pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and communities. In doing so, it is hoped that they learn to recognize their own worth, work well with others and become increasingly responsible for their own learning. They develop an understanding of how to reflect on the experiences they gain, 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.

It is also key that pupils at Thistly find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The teaching of PSHE and citizenship at Thistly seeks to ensure that it includes all groups of children; this includes children with special educational needs and/or disabilities (SEND), disadvantaged pupils of all abilities who need support in closing the gap between their own attainment level and that of their peers' (Pupil Premium), including looked after children (LAC), those on free school meals (FSM), gifted and talented pupils (G&T), English as an additional language (EAL) and other vulnerable groups (new arrivals, hard to reach families etc.)

Reference should also be made to the school's Equal Opportunities policy.

### PURPOSE

Through PSHE at Thistly, we aim to help every child:

- Become an independent learner making informed choices and judgments, with the self-confidence to achieve and reflect on their experiences
- Understand their own and other people's feelings, and become aware of the views, needs and rights of other pupils and adults
- Develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions

- Know why and how rules are made and enforced, why different rules are needed in different situations, and how to take part in making and changing rules
- Understand that with rights comes a required level of responsibility
- Understand the social skills of turn-taking, discussion, playing together, sharing, helping others and resolving simple arguments
- Take an active part in the life of their school, its community and neighbourhood
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and to ask for help
- Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Have an interest in exploring and an understanding of and respect for cultural diversity
- Recognise differences and similarities between and within cultures over time
- Learn about themselves as developing, growing and changing individuals
- Learn the basic rules and skills for behaving well
- Develop the skills for keeping themselves safe and to know how they can take some responsibility for staying safe
- Prepare to make the transition from key stage to key stage as easy as possible and to embrace new members to the school
- Learn how to make informed choices about their health, personal hygiene and well-being, including the benefits of exercise and healthy eating
- Know how to look after their money and realise that future wants and needs may be met through saving
- Know the commonly available substances and drugs, which are legal and illegal, and the effects and risk associated with these
- Show how they can take some responsibility for the environment around them

## **GUIDELINES**

Within PSHE, teachers should be aware that the curriculum is split into 5 strands:

- Myself and My Relationships
- Healthy and Safer Lifestyles
- Sex Education and Drugs Awareness
- Economic Wellbeing
- Citizenship

Teachers should use the planning provided for their year group, to ensure that the correct units are covered and that the children are receiving an on-going, systematic continuation of each topic, allowing them to build upon prior knowledge.

### Myself and My Relationships

Teachers should:

- Ensure that children feel safe and supported within the school environment, and that they feel confident in asking for help/knowing where to go for guidance
- Encourage children to understand that change happens and guide them in managing this
- Model and embed the positive behaviours and attitudes that children should be displaying, forming discussions on the consequences of negative actions, and how these may be deemed by others

### Healthy and Safer Lifestyles

- Ensure children recognise who the people are that they can trust, whilst also guiding them in recognising when something isn't right and how to deal with that
- Teach children to recognise safe/unsafe environments when they are playing; promote the use of independent and responsible thinkers within pupils, encouraging them to be aware of how to ensure their own safety in a range of scenarios
- Guide children in understanding how to live healthily; present children with opportunities to discuss/create/sample healthy foods; teach children how to look after their bodies

### Sex Education and Drugs Awareness

- Ensure children are gradually guided through understanding and recognising changes within their body, and why they happen
- Make sure children are aware of the responsibility that they have over their own body and how to manage it effectively
- Enable children to gain an understanding of the positive and negative effects of drug use

### Economic Wellbeing

- Guide children in understanding what money provides and how to manage it effectively; they should gain an understanding of how money affects their life, how they can earn money, and the importance of saving

### Citizenship

- Guide children in understanding the benefit of having rules, and the responsibility that comes with making rules

- Support children in recognising the importance of working together and how to do so successfully
- Encourage children to understand identity, diversity, stereotyping and the importance of acceptance

Ensure that in the Foundation Stage, through the PSED strands (making relationships, self-confidence and self-awareness and managing feelings and behaviour), children have the opportunity to explore and find out about cultures and the world in which they live.

Teachers should ensure that these strands are delivered in an enjoyable, engaging and creative way for all children, encouraging their thirst for more knowledge; they should consistently promote pupils' spiritual, moral, social and cultural development, whilst continuing to present opportunities to develop key skills, such as communication, application of number, computing, working with others and problem solving.

The importance of R-Time is still paramount within Thistly; children should be presented with opportunities to discuss and debate relevant and on-going issues, as well as responding to topical issues as they happen within school. This should run alongside the teaching of the curriculum.

Thistly aims to:

- Ensure that children work in a safe environment with task appropriate resources
- Promote links with other schools and places that are deemed to have a differing social-economic background/ethnic diversity
- Provide themed assemblies
- Provide the opportunity for visiting speakers and community members to talk to the children about issues relating to our curriculum

Accountability for PSHE is through the regular review of the PSHE policy by the coordinator and the Learning and Wellbeing committee.

Version	Date	Comment
V1	Date created: 28/5/2022 Review date: May 2025	A Gordon