

PSHE Policy

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens.

They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

They reflect on their experiences and understand how they are developing personally and socially, taking many of the spiritual, moral, social and cultural issues that are part of growing up.

They find out about the main political, social and religious institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

They learn to respect and understand 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.

Key Stage 1.

- to think about themselves, learn from their experiences and recognise what they are good at (self assessment opportunities)
- how to set simple goals (involvement in target setting)
- recognise choices they can make, and recognise the difference between right and wrong
- to recognise what they like and dislike, what is fair and unfair
- agree and follow rules for their group and classroom, and understand how rules help them
- contribute to the life of the class and school
- realise that money comes from different sources and can be used for different purposes
- rules for, and ways of, keeping safe, including basic road safety, and about people who can keep them safe
- to listen to other people and play and work co-operatively
- that there are different types of bullying and teasing, that bullying is wrong and how to get help with bullying
- take part in a debate about topical issues and to share their opinions on things that matter to them and explain their views
- recognise that they belong to various groups and communities, such a family, and school and that family and friends should care for each other.
- they should be taught how to make simple choices that improve their health and well-being to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that household products, including medicines, can be harmful if not properly used

Key Stage 2

- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals (self assessment and target setting)
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in future
- what democracy is, and about the basic institutions that support it locally and nationally
- to look after their money and realise that future wants and need may be met through saving
- to research, discuss and debate topical issues, problems and events
- that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other

- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- to appreciate the range of national, regional, religious and ethnic identities in the UK
- what makes a healthy lifestyle and make informed choices
- that bacteria and viruses can affect health
- which commonly available substances and drugs are legal and illegal, their effects and risks
- to resolve differences by looking at alternatives, making decisions and explaining choices
- to explore how the media presents information
- to recognise the different risks in different situations and then how to behave responsibly including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and who to ask for help and use basic techniques for resisting pressure to do wrong
- To understand the physical and emotional changes associated with puberty and to recognise as they approach puberty, how people's emotions can change at that time and how to deal with their feelings in a positive way
- to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- to realise the nature and consequences of racism and bullying and aggressive behaviour, and how to respond to them and ask for help
- where individuals, families and groups can get help and support
- school rules about health and safety, basic emergency aid procedures and where to get help
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view

THINKING SKILLS (Key Stages 1 and 2)

Locate and collect relevant information, sort, classify, sequence, compare and contrast, and analyse relationships.

Reasoning

Give reasons for opinions and actions, draw inferences and make deductions, use precise language to explain what they think, and to make judgements and decisions informed by reasons and/or evidence. Feel positive about themselves.

Enquiry

Ask relevant questions and define problems, plan what to do and ways to research, predict outcomes and anticipate consequences and test conclusions and improve ideas. Ask for help, consider social and moral dilemmas.

Evaluation

Evaluate information, judge the value of what they read, hear and do, develop criteria for judging the value of their own and other's work or ideas, and have confidence in their judgement.