

# Great Sankey Primary School



## PSHE / SMSC Policy 2022

<b>Version</b>	<b>Date Ratified</b>
1 – January 2016	Spring 2016
2 – February 2017	Spring 2017
3 – March 2019	Spring 2019
4 – March 2021	April 2021
5 – September 2022	Updated to reflect changes to PSHE long term plan

## 1. Intent

At Great Sankey Primary School our PSHE curriculum is accessible to all and aims to maximise the outcomes for every child, so that they know more, remember more and understand more.

As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially. It will give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, it is highly valued at GSP. Ensuring that our pupils are given the tools to become well rounded, healthy, happy individuals is key to our school ethos.

There are aspects of PSHE we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We must teach health education under the same statutory guidance

## 3. Implementation

### 3.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance.

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage. Cycle A and Cycle B are attached to this document.

SMSC development is also highly valued at GSP, the ways in which our children are involved in SMSC teaching are:

### Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

## Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral

and ethical issues

## Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a

variety of levels

## Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

## 3.2 How we teach it

Our PSHE / SMSC Curriculum Framework is a whole school thematic approach so that different year groups will be working on the same themes at the same time throughout the year.

This allows for cross-phase collaboration and enables school to link the PSHE curriculum to our whole school assemblies.

This whole school approach allows teachers to plan and build a spiral programme of learning year on year allowing children to build on what they know and deepen their understanding.

As a school we have chosen to use the core themes from the PSHE Association Programme of Study as a basis for our curriculum framework and have adapted it to reflect the context of our school and local community, and to address our pupils' needs and stages of development.

The Core Themes are:

- **Health and Wellbeing**– Healthy Lifestyles, Growing and

Changing, Keeping Safe

- **Relationships** – Feelings and Emotions, Healthy Relationships,

Valuing Difference

• **Living in the Wider World** – Rights and Responsibilities,

Environment, Money

We have built our PSHE curriculum to be bespoke to our school. Therefore, visits, values, local and global events are all built into the curriculum whilst allowing time to respond to current affairs which we are unable to predict. (See Cycle A & B attached)

PSHE lessons take place weekly.

Some parts of the PSHE curriculum are folded into other parts of your curriculum, or covered as part of your wider school offer, such as in values assemblies, whole-school events or visits.

Each school year begins with a whole school visit as part of our 'Together we learn and grow' The majority of the PSHE curriculum is taught by the class teacher. However, the school nurse does speak to Year 5 and 6 children about body change and puberty. We do call on other professionals to speak to the children as and when we feel it appropriate eg: PCSO, dental nurse etc.

All pupils are involved in PSHE lessons, regardless of ability or special educational needs or disability.

We have a Code of Conduct for PSHE lessons ensuring teachers don't let their personal beliefs and attitudes influence their teaching.

## **4. Roles and responsibilities**

### **4.1 The governing board**

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

### **4.2 The headteacher**

The headteacher and PSHE lead are responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Following the carefully planned PSHE curriculum
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Collecting children's thoughts and feelings in a PSHE floor book

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

If a child finds an area of PSHE particularly pertinent to their own circumstances then the class teacher will treat the child with compassion and respect.

## **5. Monitoring**

The delivery of PSHE is monitored by the PSHE lead through:

Talking to children

Observing PSHE displays

Monitoring PSHE floorbook

Discussions with teachers

This policy will be reviewed by PSHE every 3 years. At every review, the policy will be approved by Governors, SLT, staff, the headteacher

## **6. Links with other policies**

This policy links to the following policies and procedures:

Mental Health Policy

RSE policy

Safeguarding Policy

IT Policy

Teaching and Learning Policy

Appendix 1

**PSHE LTP – Cycle A**

Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Monthly Values:</b>	Giving – Do things for others Relating – Connecting with people Exercising – Take care of your body		Awareness – Live life mindfully Trying Out – Learning new things Direction – Goals to look forward to Resilience – Ways to bounce back		Emotions – Look for what’s good Acceptance – Comfortable with who you are Meaning – Be part of something bigger	
<b>PSHE Association Themes:</b>	Families and Friendships Respecting Ourselves and Others Money and Work		Growing and changing Media literacy and digital resilience Physical health and mental wellbeing		Belonging to a community Keeping safe Safe relationships	
<b>KS1</b>  (PSHE Association Links – Y1)	<p><b>Week 1 and 2 =</b> Together We Learn and Grow + Transition</p> <p><b>Week 3 and 4 =</b> Roles of different people; families and feeling cared for.</p> <p><b>Week 5 and 6 =</b> The Great Big Book of Families by Mary Hoffman and Ros Asquith (No Outsiders)</p> <p><b>Week 7 =</b> Black History Month work. Each phase to look at influential figures.</p>	<p><b>Week 1 =</b> Lesson linked to November value of Peace</p> <p><b>Week 2 =</b> Anti-Bullying Week</p> <p><b>Week 3 + 4 =</b> How behaviour affects others; being polite and respectful</p> <p><b>Week 5 =</b> Young Enterprise Week. Strengths and interests – jobs in the community.</p> <p><b>Week 6 + 7 =</b> The Odd Egg by Emily Gravett (No Outsiders)</p>	<p><b>Week 1 =</b> Lesson linked to January value of Ambition.</p> <p><b>Week 2 =</b> My World, Your World by Melanie Walsh (No Outsiders)</p> <p><b>Week 3 =</b> Martin Luther King Day and Celebrating Differences Week</p> <p><b>Week 4 =</b> Elmer by David Mckee (No Outsiders)</p> <p><b>Week 5 =</b> Lesson linked to February value of Mindfulness.</p> <p><b>Week 6 =</b> Safer Internet Day – Using the internet and digital devices; communicating online.</p>	<p><b>Week 1 =</b> Fairtrade Fortnight</p> <p><b>Week 2 =</b> Lesson linked to March value of Justice</p> <p><b>Week 3 + 4 =</b> Recognising what makes them unique and special; feelings and managing when things go wrong.</p> <p><b>Week 5 + 6 =</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p><b>Week 1 =</b> Lesson linked to April value of kindness.</p> <p><b>Week 2 + 3 =</b> What rules are; caring for others’ needs; looking after the environment.</p> <p><b>Week 4 =</b> Lesson linked to deaf awareness week.</p> <p><b>Week 5 =</b> Lesson linked to May value of fairness</p> <p><b>Week 6 =</b> How rules and age restrictions help us keep safe online.</p>	<p><b>Week 1 =</b> Lesson linked to June value of Pride</p> <p><b>Week 2 =</b> Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith (No Outsiders) Links to Healthy Body Healthy Mind + Sports’ Day.</p> <p><b>Week 3 =</b> Lesson linked to Refugee Week. See books previous year.</p> <p><b>Week 4 =</b> Recognising privacy; staying safe; seeking permission.</p> <p><b>Week 5 =</b> Lesson linked to value of self-belief (transition week)</p> <p><b>Week 6 =</b> Lesson linked to celebrating Nelson Mandela Day and links with South Africa.</p>
<b>LKS2</b>  (PSHE Association Links – Y3)	<p><b>Week 1 and 2 =</b> Together We Learn and Grow + Transition</p> <p><b>Week 3 and 4 =</b> What makes a</p>	<p><b>Week 1 =</b> Lesson linked to November value of Peace</p> <p><b>Week 2 =</b> Anti-Bullying Week</p>	<p><b>Week 1 =</b> Lesson linked to January value of Ambition.</p> <p><b>Week 2 =</b> Dogs can’t do ballet</p>	<p><b>Week 1 =</b> Fairtrade Fortnight</p> <p><b>Week 2 =</b> Lesson linked to March value of Justice</p>	<p><b>Week 1 =</b> Lesson linked to April value of kindness.</p> <p><b>Week 2 + 3 =</b> The values of rules and laws;</p>	<p><b>Week 1 =</b> Lesson linked to June value of Pride</p> <p><b>Week 2 =</b> The Hueys in the new jumper by</p>

	<p>family; features of family life.</p> <p><b>Week 5 and 6 =</b> This is our house by Michael Rosen (No Outsiders)</p> <p><b>Week 7 =</b> Black History Month work. Each phase to look at influential figures.</p>	<p><b>Week 3 + 4 =</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p> <p><b>Week 5 =</b> Young Enterprise Week. Different jobs and skills; job stereotypes; setting personal goals.</p> <p><b>Week 6 + 7 =</b> Oliver by Birgitta Sif. (No Outsiders)</p>	<p>by Anna Kemp. (No Outsiders)</p> <p><b>Week 3 =</b> Martin Luther King Day and Celebrating Differences Week</p> <p><b>Week 4 =</b> A Crayon's Story by Michael Hall. (No Outsiders)</p> <p><b>Week 5 =</b> Lesson linked to February value of Mindfulness.</p> <p><b>Week 6 =</b> Safer Internet Day – How the internet is used; assessing information online.</p>	<p><b>Week 3 + 4 =</b> Personal strengths and achievements; managing and reframing set backs.</p> <p><b>Week 5 + 6 =</b> Health choices and habits; what affects feelings; expressing feelings.</p>	<p>rights, freedoms and responsibilities.</p> <p><b>Week 4 =</b> Lesson linked to deaf awareness week.</p> <p><b>Week 5 =</b> Lesson linked to May value of fairness</p> <p><b>Week 6 =</b> Risks and hazards; safety in the local environment and unfamiliar places.</p>	<p>Oliver Jeffers. (No Outsiders)</p> <p><b>Week 3 =</b> Lesson linked to Refugee Week. See books previous year.</p> <p><b>Week 4 =</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour.</p> <p><b>Week 5 =</b> Lesson linked to value of self-belief (transition week)</p> <p><b>Week 6 =</b> Lesson linked to celebrating Nelson Mandela Day and links with South Africa.</p>
<p><b>UKS2</b></p> <p>(PSHE Association Links – Y5)</p>	<p><b>Week 1 and 2 =</b> Together We Learn and Grow + Transition</p> <p><b>Week 3 and 4 =</b> Managing friendships and peer influence.</p> <p><b>Week 5 and 6 =</b> And Tango Makes Three by Justin Richardson, Peter Parnell. (No Outsiders).</p> <p><b>Week 7 =</b> Black History Month work. Each phase to look at influential figures.</p>	<p><b>Week 1 =</b> Lesson linked to November value of Peace</p> <p><b>Week 2 =</b> Anti-Bullying Week</p> <p><b>Week 3 + 4 =</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p> <p><b>Week 5 =</b> Young Enterprise Week. Identifying job interests and aspirations; what influences career choices; work place stereotypes.</p> <p><b>Week 6 + 7 =</b> How to heal a broken wing by Bob Graham. (No Outsiders)</p>	<p><b>Week 1 =</b> Lesson linked to January value of Ambition.</p> <p><b>Week 2 =</b> The Whisperer by Nick Butterworth. (No Outsiders)</p> <p><b>Week 3 =</b> Martin Luther King Day and Celebrating Differences Week</p> <p><b>Week 4 =</b> The Island by Armin Greder. (No Outsiders)</p> <p><b>Week 5 =</b> Lesson linked to February value of Mindfulness.</p> <p><b>Week 6 =</b> Safer Internet Day – How information</p>	<p><b>Week 1 =</b> Fairtrade Fortnight</p> <p><b>Week 2 =</b> Lesson linked to March value of Justice</p> <p><b>Week 3 + 4 =</b> Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p><b>Week 5 + 6 =</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p>	<p><b>Week 1 =</b> Lesson linked to April value of kindness.</p> <p><b>Week 2 + 3 =</b> Protecting the environment; compassion towards others</p> <p><b>Week 4 =</b> Lesson linked to deaf awareness week.</p> <p><b>Week 5 =</b> Lesson linked to May value of fairness</p> <p><b>Week 6 =</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM.</p>	<p><b>Week 1 =</b> Lesson linked to June value of Pride</p> <p><b>Week 2 =</b> My Princess Boy by Cheryl Kilodavis. (No Outsiders)</p> <p><b>Week 3 =</b> Lesson linked to Refugee Week. See books previous year.</p> <p><b>Week 4 =</b> Physical contact and feeling safe.</p> <p><b>Week 5 =</b> Lesson linked to value of self-belief (transition week)</p> <p><b>Week 6 =</b> Lesson linked to celebrating Nelson Mandela Day and links</p>

			online is targeted; different media types; their role and impact.			with South Africa.
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