



# PSHE Education Policy

Date Reviewed	September 2025
Date of Next Review	September 2027
Headteacher	<i>R Hammond</i>
Chair of Governors	<i>J Goodwin</i>

Friezland Primary School provides an inclusive, caring and stimulating environment in which all pupils have the opportunity to fulfill their potential in an atmosphere of mutual respect. Our Personal, Social, Health and Economic Education (PSHE Ed) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed responsible citizens.

Through a supportive partnership between home and school, children are encouraged to be motivated and independent learners, responsible and confident and able to contribute to the wider community.

At Friezland Primary School, children's wellbeing, happiness and safety are our first priority, and PSHE Ed is the key vehicle through which we share this with children. We regard PSHE Ed as an important, integral component of the whole curriculum, central to our approach at the core of our ethos.

***This policy applies to pupils, teaching and support staff, volunteers, governors, visitors to school and the before and after school club.***

### **Intent**

At Friezland Primary School we aim to provide our children with PSHE Education in line with the Science National Curriculum guidelines for Key stages 1 and 2 and the Foundation Stage, Early Learning Goals within PSED. Optimum learning occurs when the personal, emotional, social and health needs of all our children are recognised and planned for.

In addition it promotes the spiritual, moral, cultural, mental and physical development of our children. Prepares our children for the opportunities, responsibilities, and experience they already face in life. Provides information about being healthy and safe: both emotionally and physically and encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Alongside our PSHE Ed curriculum, we include RSHE and DAAT Education, making sure all of our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives.

The issues of child protection and confidentiality underpin the teaching of any PSHE Ed work. The school has a clear confidentiality policy that ensures good practice throughout the school which both pupils and parents understand. All are aware that teachers cannot offer or guarantee absolute confidentiality.

Citizenship is a key element of the PSHE Ed learning at Friezland. We feel that the promotion of British Values will ensure young people understand the importance of respect, and will leave school as well prepared as is possible, in modern Britain. Through our PSHE Ed work, pupils will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will aim to young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will aim to develop responsible young people who support and positively value community cohesion.

## **Aims**

The aims of our PSHCE curriculum are to enable children to:

- know and understand what constitutes a healthy lifestyle
- know how to maintain physical, mental and emotional health and wellbeing
- be aware of safety issues including how to respond in an emergency
- know how to manage change, including puberty, transition and loss
- understand what makes for good relationships with others within a range of social and cultural contexts and to respect equality and diversity
- know how to recognise and manage emotions within a range of relationships
- know how to recognise negative relationships, including all forms of bullying and abuse, how to help someone in this situation
- know the importance of responsible behaviours and actions
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and wider community
- develop skills and positive attitudes that are necessary for their future lives.
- know about the importance of respecting and protecting the environment
- know about where money comes from, how to manage it and the importance of keeping it safe.
- have a basic understanding of enterprise

## **Teaching and Learning**

We use a wide range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations, and problem-solving activities.

PSHE Ed is taught on a weekly basis through one of three ways: as an independent subject; in a cross-curricular way or through discrete lessons. It is also taught during assembly times and is an integral part of our school ethos. All assemblies aim to tackle and cover issues which are important to the children. We also instil British Values through taking part in a variety of celebrations e.g. Children In Need, Red Nose Day, Armistice Day etc. Our assemblies are non-denominational, celebrating all religions at appropriate times of year. We also have themed weeks within school, encouraging children to bring our PSHE / RSE & Health Education out of the classroom and into the wider world e.g. Peace Week, Anti-Bullying Week etc. We also include visitors from the wider community to reinforce our messages e.g. local religious leaders, charity organisations and other people of importance. To link with this, trips are arranged where possible to further reinforce our PSHE Education messages.

We encourage the children to take part in a range of activities that promote active citizenship, e.g. charity fundraising, the planning of special school events, or involvement in an activity to help other individuals or groups who may be less fortunate than themselves. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school on a regular basis, to talk about their roles and responsibilities in creating a positive and supportive local community. We organise classes in such a way that pupils are able to participate in discussions to resolve conflicts or set agreed school and classroom rules of behaviour.

## **Implementation**

Planning for our PSHE Ed curriculum can be found in our Long and Medium term planning (See appendix 1), which incorporates several different schemes of work for different areas of study including the SEAL resources. The themes and topics covered are always age appropriate and progressive as the children move through the years. Topics covered include: healthy eating, hygiene, relationships, sex & health education (RSHE), drugs, alcohol and tobacco education (DAAT), bullying, road safety and other personal safety issues, exercise, multicultural diversity, economy awareness, career choices and First Aid.

## **Inclusion**

We teach PSHE Education to all our children, regardless of their ability. Planning and organisation provide learning opportunities matched to the individual needs of children to ensure success for all.

## **Radicalisation, Extremism, SMSC and British Values**

We are fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Members of staff have all received 'Prevent' training to develop an understanding of radicalisation and extremism, and to recognise the indicators or factors that may contribute to vulnerability.

Children within our school are taught about how citizens can influence decision making through the democratic process. Friezland Primary prides itself on giving pupils a voice. We have a School Council which meets regularly to discuss issues raised in class council meetings. Council members for each year group, from Year 3 upwards, are voted for by their class and all make a genuine impact on changes within school. Children are taught about the importance of distinguishing right from wrong. In all their daily interactions and throughout every lesson, respect for the individual is reinforced and modelled by all staff. Across all year groups children experience a range of visits and hear from a range of different speakers, in order for them to develop a respect for their wider community.

Children are taught to appreciate the fact that we are all different and unique individuals. Children within our school understand that everyone has a voice and is entitled to share their opinions, ideas and beliefs. Our children are taught to recognise discrimination and understand the importance of their role in stopping it.

## **Assessment, Recording and Reporting**

We do not assess pupils formally in PSHE Education. However, there are opportunities for pupils to reflect on their progress through self-assessment. Teachers use observation and discussion to evaluate pupils' knowledge and understanding and how well they use this to develop skills and attitudes. Good participation and progress is rewarded throughout school by all staff members. Children who have been identified as needing extra support are included in small group work or individualised support programmes, at an age appropriate level. CPOMs is used to record information regarding individual children including; attendance, behaviour, safeguarding and relevant family circumstances.

## **Monitoring and evaluation**

The PSHE Ed Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching and learning. The co-ordinator should support colleagues in the teaching of PSHE Ed by giving them

information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy should be read in conjunction with the following policies and will be reviewed in line with the SDP at regular intervals and to meet any changes in LA policy and practice:

- Drugs, Alcohol and Tobacco (DAAT)/ Drug Incident Policy
- EHMW Policy
- Child protection Policy
- Relationships, Sex & Health Education (RSHE) Policy
- Behaviour/ Anti-bullying Policy
- Confidentiality Policy
- Safeguarding Policy

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

<b>PSHE Education Policy</b>					
<b>What ?</b>	<b>Probable Content</b>	<b>Why ?</b>	<b>Who ?</b>	<b>Where ?</b>	<b>When ?</b>
Pupil work / assessment data	Name D.O.B. Level of achievement Teacher Assessment data	Monitor a child’s progress and identify next steps  Well-Being of Your Child	All Staff  (as necessary)	Staff electronic records  Data is deleted / shredded as necessary	Held on File throughout a child’s time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level Of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

# Friezland Primary School - PSHE Education inc ZAP



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Healthy Me Week: E- Safety		Healthy Me Week: my body DAAT		Healthy Me Week: Relationships (including RSE)	
Emotional Health & Well-being is integral to all units.						
<b>EYFS</b>	Similarities and Differences Identify Emotions	Acts of Kindness Senses and Feelings	Empathy Regulating the body	Families Compassion	The Brain Setting Goals	Diversity Transition to Class 2
<b>KS1</b>	<b>ZIPPY -Feelings</b> 1: feeling sad/happy 2: feeling angry annoyed 3: feeling jealous 4: feeling nervous	<b>Anti-Bullying Alliance</b> resources to be accessed for this term  Computing online safety	<b>ZIPPY -Communication</b> (my favourite things) 1: improving communication 2: listening 3: who can help us? 4: saying what we want to say	<b>PSHE association</b> Lesson 1 Keeping safe: Things that go into and on to bodies  Lesson 2 Keeping healthy: medicines Lesson 3 Keeping safe: medicines and household products	<b>ZIPPY -We Cope</b> 1: different ways to cope 2: how to help others 3: adapting to new situations 4: celebrating together	<b>SRE – repeated</b>  <b>NSPCC – PANTS</b>
<b>Year A</b>	<b>KAPOW – well being Year 1</b>  - Making mistakes - Sound - Understanding others - Sharing - Gardening		<b>Autism Young Experts</b>  1. Knowledge of autism 2. Everyone is different 3. Supportive friend	<b>Hearing -</b>  <b>Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion</b>  <a href="#">British Sign Language (BSL) videos and resources</a>		

					<a href="#">Deaf awareness videos for children</a>	
<b>Texts</b> <b>Year A</b>	Colour Monster Worrysaurus (RH)	Tyrannosaurus drip Elmer	Faisal's not himself (TE) <b>Loud – Rose Robins ADHD</b> <b>Cloud Boy – Greg Stobbs</b>		Try (RH) Curly the Chamelon (TE)	
<b>Year B</b>	<b>KAPOW -Well being</b> <b>Year 2</b>  - Perseverance - Colour expression - Compliments - Generosity - Nature walk	<b>Zippy -</b> Beating Bullying 1: how to recognise good solutions 2: dealing with bullying 3: solving problems 4: helping others resolve conflicts  (Linked to anti- bullying week)  <b>Computing online safety</b>	<b>ZIPPY - Making &amp; breaking</b> Relationships (are you my friend?) 1: how to keep a friend 2: dealing with loneliness and rejection 3: how to resolve conflict with friends 4: how to make friends	<b>PSHE association</b>  Lesson 1 Keeping safe: Things that go into and on to bodies  Lesson 2 Keeping healthy: medicines Lesson 3 Keeping safe: medicines and household products	<b>ZIPPY -Dealing with Change &amp; Loss</b>  Saying goodbye  1: change and loss are part of life 2: cope with death 3: visit to a graveyard 4: learning from change and loss	<b>SRE – repeated</b>  <b>NSPCC – PANTS</b>
<b>Texts</b> <b>Year B</b>	Kindness is my superpower (RH) Tilda tries again (RH)	Smeds and the Smoods Peace Stick (RH)	Meesha make friends (RH) Lost and Found <b>Leo and the Octopus</b>		Grandad's Island Badger's parting gift	

LKS2  Apple   Year A	<b>APPLE - Feelings</b> 1. Inductions and agreements 2. Our feelings 3. How to feel better 4. Complete the story 'waking up'	<b>Anti-Bullying Alliance resources to be accessed for this term</b>  <a href="#">Online Safety Tips for Parents - Be Internet Legends</a>	<b>APPLE -Communication</b> 1. Listening skills 2. Saying what you want to say 3. Speaking in difficult situations Complete the story : weekend plans  <b>Autism Young Experts</b> 1. Knowledge of autism 2. Everyone is different 3. Supportive friend	<b>PSHE association</b> Lesson 1 Safety rules and risks: medicines and household products  Lesson 2 Safety rules and risks: alcohol and smoking	<b>APPLE -Changes</b> 1. Change is part of life 2. Different types of change 3. Coping with loss 4. Complete the story 'tommys holiday'	SRE
	<b>KAPOW – well being</b> <b>Year 3</b> - Practice makes progress - Making a difference - Shared interests - Appreciation - Motion detection	Computing – online safety				
Texts Year A	<b>The Bad seed (RH)</b> <b>How are you feeling today? (CB)</b>	<b>Troll stinks (RH)</b>	<b>LP – Rosa Parks</b>		<b>The memory tree</b> <b>Storm in a jar</b>	
LKS2  Apple   Year B	<b>KAPOW – well being</b> <b>Year 4</b> - Resilience - My thoughts - Pen pals - Giving to my community - Making a beat	<b>APPLE=</b> <b>Solving Problems</b> 1. Who can help me? 2. Steps to a good solution 3. Contract against bullying/ our wishes for our class 4. Complete the story 'big boys football' Computing – online safety	<b>APPLE - Friendship</b> 1. What make a good friend? 2. Coping with loneliness and rejection 3. Problems between friends 4. Complete the story ' new neighbour'	<b>PSHE association</b> Lesson 1 Safety rules and risks: medicines and household products  Lesson 2 Safety rules and risks: alcohol and smoking	<b>APPLE - Moving Forward</b> 1. Dealing with disappointment 2. Ways to cope with worries 3. Complete the story 'end of the holidays Celebrating together	SRE

<b>Texts</b> <b>Year B</b>	<b>The secret adventures of anonymouse (TE)</b>  <b>LP- Marcus Rashford</b>	<b>Weird</b>	<b>On sudden Hill</b>  <b>Go away bird (RH)</b>		<b>Huge bag of worries</b>  <b>Everything is ok</b>	
<b>UKS2</b>  <b>Year A</b>	<b>KAPOW wellbeing</b>  <b>Year 5</b>  - Growth mindset - Others around me - Working together - Pay it forward - Adaptive spots	<b>Anti-Bullying Alliance</b> resources to be accessed for this term  <a href="#">Online Safety Tips for Parents - Be Internet Legends</a>  Computing – online safety	<b>PASSPORT - Emotions</b>  1. Beginning the adventure 2. Valuing our differences and similarities 3. Understanding and expressing our emotions Recognising other people’s feelings  <b>I am not a label – planned by SK</b>	<b>PSHE association</b>  Lesson 1 Managing risk: medicines  Lesson 2 Managing risk: legal and illegal Lesson 3 Managing risk: influences and pressure  Lesson 4 Managing risk: drugs and alcohol in the media	<b>PASSPORT - Relationships &amp; Helping Each other</b>  1. Helping each other and coping skills 2. Friendship 3. Challenges in friendship	<b>Explain what constitutes a healthy lifestyle.</b> Describe how drugs and alcohol can impact negatively on the body.  <b>SRE</b>
<b>Texts</b> <b>Year A</b>	<b>You are awesome</b>  <b>LP- Simone Biles</b>	<b>My Secret Bully</b>	<b>El Deafo (C4)</b>  <b>My shadow is Purple (RH)</b>		<b>The Boy the fox and the mole (SK)</b>	
<b>Year B</b>	<b>KAPOW wellbeing</b>  - Goal setting - Myself - Community - Apologising - Brain breaks  <b>Wonderfully Wired Brains: An introduction</b>	<b>PASSPORT -Fairness, Justice &amp; What’s Right</b>  1. Unfairness in daily life 2. Dealing with bullying 3. Unfairness and injustice in the world	<b>PASSPORT - Difficult Situations</b>  1. Dealing with frustration 2. Dealing with stress 3. Dealing with conflict	<b>PSHE association</b>  Lesson 1 Managing risk: medicines  Lesson 2 Managing risk: legal and illegal Lesson 3 Managing risk: influences and pressure	<b>PASSPORT – Change and Loss</b>  1. Coping with change 2. Coping with loss 3. Helping others in difficult situations 4. Let’s review 5. Celebrations	<b>SRE</b>

	to the world of neurodiversity by Louise Gooding	Computing – online safety		Lesson 4 Managing risk: drugs and alcohol in the media		Alright Charlie (90 minutes)
<b>Texts Year B</b>	Can I build another me  Your fantastic elastic brain	LP – Nelson Mandela	Night Shift (depression) Debi  <i>Links with English – Letters From the Lighthouse</i>		Sad Book –Michael Rosen  Small things	
<b>DATES</b>		November – Anti-bullying week				

Supplementary resources:

- PSHE Association DAAT
- Science Curriculum
- Google: Be Internet Legends
- Anti-Bullying Alliance
- NSPCC & PANTS
- Computing – online safety