



# **PSHCE and Well Being Policy**

Reviewed June 2025

This policy needs to be read along with:

RSE Policy

Safeguarding and Child Protection

Anti- Bullying Policy

Behaviour Policy

## Working definition of the curriculum



'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).'

### The Curriculum at Deerhurst and Apperley is:

**BALANCED:** by promoting the intellectual, moral, spiritual aesthetic, creative emotional and physical development of each child. This **intent** is aligned to objectives in school and national policy objectives. Staff have a shared understanding of **intent**, **implementation** and **impact** and consistent teaching and marking methods are used (**Implementation**) to ensure **impact** on pupils.

**RIGOROUS:** the curriculum takes into account disciplinary habits of mind – disciplinary specific, powerful ways of thinking that are developed through sustained engagement with the discipline. For example, inverse operations in maths, cause and effect in science and provenance and context in history. This is all part of the **implementation** of the framework itself.

**COHERENT:** the curriculum is designed to promote the development of capabilities across subjects – for example, children learn about graphs in maths before it is needed in science. The design of our curriculum **implementation** will lead to **impact** through this coherence.

**VERTICALLY INTEGRATED:** it is clear how material taught in one year builds on what was learned in previous years, and how it leads on to subsequent learning. School clearly sets out the objectives each year and they are made clear at the **implementation** of the curriculum and the **intent** of how objectives will be transferred into processes, such as subject coverage, medium term plans and termly plans. The methods then developed in the classroom with objectives and marking will then reinforce **implementation**.

**APPROPRIATE:** the curriculum provides challenge for students when it is **implemented** and is planned for **impact** when study is ongoing or complete. That it meets the needs of all learners.

**RELEVANT:** the curriculum will be relevant and take into account the interest, needs and wishes of children, but within a framework of informed choice in respect of pedagogy and curriculum. School make clear objectives from national **intent** of the curriculum which are transferred clearly into **implementation** within school processes which lead to outcomes (**Impact**) of the school objectives and those of the children.

## **Subject Intent**

PHSCE is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects our overarching aims and objectives in supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain.

Our PSHCE curriculum and wider opportunities allow our children to share their views, thoughts and feelings, as well as Christian faith and witness, with the wider community.

### **1. Aims and Objectives**

Personal, social, health education and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We teach them that bullying is not an accepted behaviour (refer to behaviour policy) and that our school has a zero tolerance with regards bullying. We are a healthy school and promote healthy life styles for future well-being by leading by example and through education and focus weeks.

The aims of personal, social, health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Accept that not everyone thinks the same and accept others' point of view;
- Have respect of others;
- Be independent and responsible members of the school community;
- Be positive and active members of the school community;

- 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 the wider community.

## 2. How is PHSCE taught?

### Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by encouraging the children in discussion, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship e.g. charity fundraising; Rags to Riches, Operation Christmas Child, Teams 4 U (Shoe boxes to school) as well as taking part in whole school or class worship. Children are also encouraged to take part in activities to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, Cyber Safety Talks, Police, Pets as Therapy and representatives from the local church, whom we invite into the school to take about their role in creating a positive and supportive local community. Throughout school there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

### How is SMSC developed through PSHCE?

Spiritual	Promotes self-esteem and explore creativity and imagination
Moral	Explore moral issues through discussions about different viewpoints, ideas and opinions
Social	Promote collaborative learning and celebrate children's achievements through the display of PSHCE work
Cultural	Explore different cultures, including that of Great Britain, to stimulate discussion of different viewpoints and opinions.

## **Impact**

At Deerhurst and Apperley, we believe that quality PHSCE provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional wellbeing of our society within both national and global contexts.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of themselves and the world around them. They should be able to make links to other areas of learning and develop their sense of self and well being. PHSCE sessions are great opportunities to provide a cultural rich programme where resources or teacher support support our SEN and vulnerable groups to achieve to the best of their ability. Equipment, resources and teacher support is differentiated when appropriate for children.

Children are given opportunities to demonstrate Building Learning Power such as:

**Resilience:** Children will challenge themselves and when something is difficult they think about what they need to do to overcome the hurdle.

**Resourcefulness:** All teachers give lots of opportunities for children to ask questions and deepen their understanding. They are able to make links to developing confidence and links to school values (perseverance) and BLP (resilience).

**Reflectiveness:** Throughout the course of a unit children will think about what they have learnt in a lesson and record it.

3. PSHE and Citizenship planning (example 2025-2026)

Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School – PSHE & Citizenship (Pink Curriculum and RSE) 2025/26						
Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
R New Profile 2021-22	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Early Learning Goal: Self-Regulation</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour <u>appropriately</u></li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when <u>appropriate</u></li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several steps or actions</li> </ul> <p><b>Early Learning Goal: Manage Self</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of <u>challenges</u></li> <li>Explain the reasons for rules, know right from wrong and try to behave <u>appropriately</u></li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Early Learning Goal: Build Relationships</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with <u>others</u></li> <li>Form positive attachments to adults and friendships with <u>peers</u></li> <li>Show respect to their own and to others' needs</li> </ul>					
	<p><b>HEALTH AND WELL BEING</b></p> <p><b>Developing Risk Management: Keeping safe - People who help us:</b></p> <p>Fire Safety, road safety, sun smart, safe use of medicines, <u>Safety</u> responsibility for themselves, know what adults are</p>					
	<p><b>LIVING IN THE WIDER WORLD</b></p> <p>How media, commerce and social issues shape our understanding of the world - Internet <u>Safety</u></p> <p>Games, applications, TV streaming.</p> <p>Passwords/Access codes/PINS</p>					
	<p><b>HEALTH AND WELL BEING</b></p> <p><b>Understanding personal change and responsibility - All about me - All about me.</b></p> <p>Valuing their bodies and capabilities. <u>Knowing</u> what makes each of us unique and special. <u>Brushing</u> teeth, Hygiene, Being aware of body needs.</p> <p><b>RSE: Keeping Ourselves Clean.</b></p>					
	<p><b>RELATIONSHIPS</b></p> <p><b>Understanding the dynamics of healthy relationships - Friendly and kindness</b></p> <p>Protective behaviours (understanding what makes you and others feel happy or sad)</p> <p>Identifying kindness</p> <p><b>RSE: Growing up.</b></p> <p>Citizenship (See Key Questions - use Year 1 and adapt)</p> <p>Contributing to the life of the <u>classroom-and</u></p>					

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Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School – PSHE & Citizenship (Pink Curriculum and RSE) 2025/26						
	responsible for:	Appropriate websites.	<b>RSE: People who help us.</b>		the school - What do we mean by community?	
	<b>RSE: Responsibility</b>	Citizenship (See Key Questions - use Year 1 and adapt)	Citizenship (See Key Questions - use Year 1 and adapt)			
	Citizenship (See Key Questions - use Year 1 and adapt)	Group and Class Rules - How can we help each other?	Rights and responsibilities - What is the difference between a want and a need?			
	Group and Class Rules - What are our school, class and group rules?					
Y1 Y2	<b>HEALTH AND WELL BEING</b>	<b>LIVING IN THE WIDER WORLD</b>	<b>HEALTH AND WELL BEING</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>LIVING IN THE WIDER WORLD</b>
	Developing Risk Management: Keeping safe - People who help us:	How media, commerce and social issues shape our understanding of the world - Internet <u>Safety</u>	Understanding personal change and responsibility - All about me - All about me.	Understanding the dynamics of healthy relationships - Friendly and family	Understanding the dynamics of healthy relationships - Kindness and anti-bullying	How media, commerce and social issues shape our understanding of the world - Media <u>influence</u> , <u>Financial</u> <u>capability</u> , <u>Social</u> <u>issues</u>
	Road safety, personal safety, stranger danger, Sun Smart, recognise that our feelings can <u>affect</u> <u>how</u> we behave, identify where we can go when we need to feel safe, identify who we can speak to	Internet safety/online games, email/chat.	The changes that have taken place since being a baby.	The responsibilities that parents have for babies and children	Different kinds of unkind behaviour	Reaching to events on TV e.g. terrorism
		Games, applications, TV streaming.	Some of the changes that will take place as a baby grows into an adult	The underwearer rule (PANTS)	The difference between isolated incidents of unkind behaviour and bullying	Advertising e.g.
		Passwords/access codes/PINS.	That humans produce babies that grow into children that grow into adults.	Making and keeping friends	Identifying acts of kindness	
			The main external parts of	Protective behaviours		

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	about our feelings, drugs and their uses. <b>RSE: Yr 2 Being Unique</b> <b>Yr 2 Changes - physical</b> <b>Citizenship (See Key Questions)</b> <b>Group and class rules</b> and understand how these rules help them.	<b>Appropriate relatives.</b> <b>RSE: Yr 2 Changes - Becoming Independent</b> <b>Citizenship (See Key Questions)</b> <b>Right and Responsibilities</b>	the bodies of humans including agreed names for sexual parts.  What makes each of us unique.  Hygiene (Science)  Resilience  Personal responsibility  Diet and exercise (Science)  <b>RSE: (Yr1) Life Cycles and The Human Life Cycle and Personal Hygiene (links to science)</b> <b>(Yr2) Similarities and differences - body parts and where do babies come from? (links to science)</b>  <b>Citizenship (See Key Questions)</b> Continue with rights and responsibilities.	Understanding what makes you and others feel happy or sad.  Positive touch activities.  <b>RSE: Continue with similarities and differences and where do babies come from.</b>  <b>Citizenship (See Key Questions)</b> Belonging to various groups and communities such as <u>our family</u> and school.	Exploring how kindness benefits all involved.  <b>Citizenship (See Key Questions)</b> Contributing to the life of the <u>classroom</u> and the school.	influence.  Monetary value and notion of saving up for a purchase (Enterprise)  <b>Citizenship (See Key Questions)</b> What improves and hampers their local, national and environments and about some of the ways people look after them.
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Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School – PSHE & Citizenship (Pink Curriculum and RSE) 2025/26


<b>KS2 Education Recovery July 2021 document</b> • Opportunities for securing pupils' knowledge of a broader range of concepts, such as rights and responsibilities, democracy, and community, since these will be the most important for future study.						
<b>Y3 Y4</b>	<b>HEALTH AND WELL BEING</b>  Developing Risk Management: feelings safe at home, keeping safe outside  Alcohol and tobacco  Drugs and their uses including medical drugs  Effects and risks of drugs  Children learn that drug use is a minority activity  <b>RSE: Personal Hygiene antibiotics</b>	<b>LIVING IN THE WIDER WORLD</b>  How media, commerce and social issues shape our understanding of the world - Internet safety, media influence, <u>Resilience</u> , <u>capability</u> , <u>Social Issues</u>  Reaching to events on TV, terrorism, racism, inappropriate behaviour of role models  Advertising Influence, bias, distortion  Issues of interest/relevance to their locality  <b>RSE: Challenging stereotypes</b>	<b>HEALTH AND WELL BEING</b>  Understanding personal change and responsibility - <u>Personal responsibility</u>  My thoughts, feelings.  What affects our energy levels and the way we feel?  Recognising how these feelings can impact our behaviour.  Manage feelings	<b>HEALTH AND WELL BEING</b>  Understanding personal change and responsibility - <u>Growing up</u>  Some of the physical changes that will happen as they get older.  The physical changes that take place of puberty, why they happen and how to manage them.  <b>RSE: (Yr 3) Similarities and differences - reproductive organs</b>  <b>RSE: (Yr 4) Changes life cycle - link to <u>science</u></b>	<b>RELATIONSHIPS</b>  Understanding the dynamics of healthy relationships - <u>family and friends</u>  Changes in relationships with parents and friends  Different types of love  The need for trust and love in marriage and established relationships.	<b>RELATIONSHIPS</b>  Understanding the dynamics of healthy relationships - <u>Kindness and anti bullying</u>  The difference between isolated incidents of unkind behaviour and bullying  Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)  Identifying acts of kindness  Exploring how kindness benefits all



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						involved
	<u>Citizenship and British Values</u> Children will learn about: <ul style="list-style-type: none"> <li>Topical issues, problems and events (including the global environment) and how to take part in debates</li> <li>The range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>Rules and laws that protect themselves and others and how they are made and changed</li> <li>Different kinds of responsibilities, rights and duties in the community</li> <li>Rights in relation to the law</li> <li>Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul>					
Y5						
Y6	<u>Living in the Wider World: How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Media influence Children will learn about: <ul style="list-style-type: none"> <li>How events on TV are portrayed e.g. terrorism, racism,</li> </ul>	<u>Living in the Wider World: How media commerce and social issues shape our understanding of the world</u> Topic/Theme: Financial Capability Children will learn about: <ul style="list-style-type: none"> <li>Monetary value</li> </ul>	<u>Relationships: Understanding the dynamics of healthy relationships</u> Topic/Theme: kindness and anti-bullying Children will learn about: <ul style="list-style-type: none"> <li>Peer pressure</li> <li>Different types of unkind behaviour</li> </ul>	<u>Relationships: understanding the dynamics of a healthy relationship</u> Theme/Topic: Friends and Family Children will learn about: <ul style="list-style-type: none"> <li>Friends</li> <li>Changes in relationships e.g. with parents, boyfriend/girlfriend</li> <li>The need for trust and love in marriage and established relationships</li> <li>Protective behaviours</li> <li>Assertiveness (self-assured and confident without being aggressive)</li> </ul>	<u>Health and Well-being: Understanding Personal Change and Responsibility</u> Topic/Theme: Growing Up Children will learn about: <ul style="list-style-type: none"> <li>Puberty/body changes</li> <li>The physical</li> </ul>	





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	inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion • Media influence • Body image	and the notion of saving up for a purchase • Difference sources of income • Different forms of money and payment • Managing a budget • Enterprise opportunities • Anti-bullying Week  RSE: (Yr5) Genetic Inheritance (Links to Science unit –Evolution)	(emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural Safer Internet Day	• Positive touch activities • The need to seek permission when we touch someone else • The need to respect personal boundaries RSE: (Yr 5) Changes emotional RSE: (Yr 6) Relationships Changes emotional
				place at puberty, why they happen and how to manage them • Name and describe the functions of the sexual organs of boys and girls • Describe some internal differences between males and females • About the facts of the human lifecycle, including sexual intercourse  RSE (Yr 6) – -Changes physical -Life cycle – sexual intercourse

Enterprise completed a minimum of 2 a year – Include Money sense opportunities in Enterprise or maths  
 Ongoing – Digital Literacy (see planning), British Values, RSA, Mindfulness and well-being and different topical days such as anti bullying, safer online day. (Evidence in portfolios e.g. Enterprise, Class Worship, Sunshine Club, Big questions, outside visitors and British Values audit.)

PSHE, is always timetabled and taught throughout our weekly timetable. This will include Mental Health and Wellbeing. Teachers use the Pink Curriculum, SEAL resources, digital literacy resources for keeping safe on line. There are many opportunities in our curriculum to visit British Values and SMSC. All planning highlights those opportunities also. All classes have the opportunity to do an enterprise activity at least twice yearly. This builds on real life skills and supports our rich curriculum.

### Mental Health and Well-being

D&A provide a variety of sports clubs, after school and during lunch breaks. We have Playtime Buddies and Talk Partners in school to ensure all children are included in a happy environment on the playground. We also have a well being lunchtime club (Sunshine Club) available twice weekly for children who need a little friendship support or want to share any worries; this is a drop in club but children may also be invited if staff or parents feel there is a need.

Children in school currently have access to Forest School, which involves outdoor learning and creative freedom. All classes have opportunities for Wise Ways of Wellbeing, and wellbeing resources including worry monsters are available in all classrooms. These are used at any relevant opportunities throughout the day.

Children's views are regularly sought and each year children take part in a child questionnaire.

## Implementation, Teaching and Learning Strategies

All teachers provide a safe learning environment through the establishment of clear ground rules, which are made explicit to the children and reinforced consistently.

## Non Negotiables

PHSE/RSE NON-NEGOTIABLES					
YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<p>Children can:</p> <ul style="list-style-type: none"> <li>• Begin to understand that their behaviours and actions can impact on others.</li> <li>• Recognise similarities and differences between people.</li> <li>• Define bullying and understand that it is wrong.</li> <li>• Begin to identify and name their feelings.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Understand that their behaviours and actions can impact on others.</li> <li>• Identify and respect differences between people</li> <li>• Know how to deal with bullying.</li> <li>• Name and identify emotions that they feel in response to different situations.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Identify how their behaviour impacts on others.</li> <li>• Understand the different types of relationships</li> <li>• Understand different types of bullying and where to access support.</li> <li>• To talk about ways to regulate different emotions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Identify that behaviour choices have consequences.</li> <li>• Understand how to maintain a positive relationship</li> <li>• Understand the nature and consequences of bullying and racism</li> <li>• To identify and understand some ways to regulate their own emotions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Begin to see their actions from a different perspective.</li> <li>• Know what stereotyping is.</li> <li>• Understand different values, traditions and customs.</li> <li>• Discuss differences between people such as religion, race, disability etc...</li> <li>• To know how to regulate my emotions and what to do to help me to stay mentally healthy.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• Discuss behaviour choices in society and their consequences.</li> <li>• Recognise and challenge stereotypes.</li> <li>• Identify positive and negative relationships and where to access support.</li> <li>• Begin to understand sexual relationships</li> <li>• Respect equality and diversity between people.</li> <li>• To know how to regulate my emotions and what to do to help myself and others to stay mentally healthy.</li> </ul>

## 4. Early Years Foundation Stage

We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and Citizenship matches the aims of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in infant classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## Teaching PSHE to children with special needs

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children

with learning difficulties. When teaching PSHE we take into account the targets set for the children on their My Plans etc.

### Assessment and Recording

Teachers continually assess the children's participation in PSHE through AFL and an end of year assessment is recorded on a foundation subject sheet assessment sheet record. During the year children use constructive critique for improvement of each others work. Teachers report to parents about their child's ability to communicate and make friends and their behaviour.

### 5. Resources

All staff have access to the Pink Curriculum, SEAL, Digital literacy, Anti-bullying resources on the shared teacher drive.

### 6. Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for developing an action plan and sharing this with the head teacher.

**This policy will be reviewed by staff and presented to the Full Governing Body for approval at the meeting in June 2025**

**Head teacher: Jayne Neveu    Signed:**

**Date:**

**Chair of Governors: Andy Mathews    Signed:**

**Date:**

