

# PHSE Policy

## Hawthorn Primary School



<b>Approved by:</b>	Teaching and Learning
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<b>Last reviewed on:</b>	June 2025
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<b>Next review due by:</b>	September 2027
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## **Introduction**

At Hawthorn Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles 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.

## **1. Aims**

To deliver a planned developmental program that runs from Reception to Year 6 to provide pupils with opportunities to:

- Take part in a wide variety of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and community;
- Develop accurate knowledge at an age-appropriate level;
- Recognise their own worth, work well with others for good relationships and become increasingly responsible for their own learning;
- 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 the community;
- Explore, clarify and, if necessary, challenge their own and others values, attitudes, beliefs, rights and responsibilities;
- Enable children to develop on a holistic level, giving them the confidence and equipping them to make the right choices in life;
- Develop their understanding of how they can stay safe on and offline by being made aware of ways to recognise and manage risk, making safer choices;
- Reflect on their experiences and understand how they are developing personally, emotionally and socially, tackling many spiritual, moral, social and cultural issues that are a part of growing up;
- Understand and respect our common humanity, diversity and differences so that they can go on to form the effective and fulfilling relationships that are an essential part of life and learning;
- Develop skills and strategies needed in order to lead healthy, safe, fulfilling, responsible and balanced lives in the future.

## **2. Objectives**

Our PSHE curriculum is based on the PSHE Association. The programme of study is based on three core themes; Health & Wellbeing, Relationships and Living in the Wider World.

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle;
- Know how to maintain physical, mental and emotional health and wellbeing;
- Know how to manage risks to physical, mental and emotional health and wellbeing;
- Know how to identify different influences on health and well-being;
- Be aware of safety issues, including how to respond in an emergency;

- Be aware of keeping physically and emotionally safe including e-safety;
- Know how to manage change, including puberty, transition and loss;
- Know how to make informed choices about health and well-being and to recognise sources of help with this.

### **Relationships**

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts;
- Know how to recognise and manage emotions within a range of relationships;
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse;
- Know how to respond to risky or negative relationships and ask for help;
- Know how to respect equality and diversity in relationships.

### **Living in the Wider World**

- Know about respect for self and others and the importance of responsible behaviours and actions;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Know about rights and responsibilities as members of families, other groups and, ultimately, as citizens;
- Know about different groups and communities;
- Respect equality and be a productive member of a diverse community;
- Be responsible and independent members of the school community;
- Be positive and active members of a democratic society;
- Know about the importance of respecting and protecting the environment;
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

## **4. Planning**

PSHE education is most effectively taught through a spiral programme. Learning is organised into a series of recurring themes that pupils experience every year. At each encounter, the level of demand increases and learning is progressively deepened. We create a safe and supportive learning environment by delivering PSHE within a whole school approach which includes:

- Dedicated curriculum time;
- Teaching PSHE through and in other subjects/curriculum areas;
- Specialised assemblies;
- PSHE activities and school events;
- Pastoral care and guidance;
- Guest speakers.

We ensure that where pupils indicate that they may be vulnerable and at risk they get appropriate support. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching takes into account the ability, age, maturity, readiness and cultural background of our children, to ensure that all can fully access PSHE

education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. We use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

### **5. Pupils' Questions**

As guided by the PSHE publication 'Teaching about Mental Health and Emotional Well-Being Guidance for Teachers', pupil questions are answered honestly and openly. Children know and understand that they are able to ask questions and their voice is valued. Where appropriate, anonymous question boxes may be accessible within the classroom.

### **6. Visitors**

Visitors to the classroom bring their expertise and personal stories to enrich pupils learning.

### **7. PSHE complements learning in the following subject areas:**

- English – skills in enquiry and communication; stories that illustrate aspects of personal and social development; circle time and debating skills;
- Mathematics – aspects of financial capability; counting and sharing; calculations involving charity money; problem solving; developing independent strategies; choosing appropriate apparatus;
- Science – life cycles, drugs (including medicines); health, safety and environmental issues;
- Design Technology – health and safety; healthy eating; realising that people have needs that generate design ideas; use of technology;
- Computing – communicating with others via e-mail; finding information on the internet and e safety;
- History – use of sources; reasons for and results of historical events; situations and changes; diversities within societies studied; significant people; events; ideas and experiences of people from the past;
- Geography – topical issues concerning the environment; sustainable development; land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- Art & Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- Music – making the most of abilities in playing or singing, the value and expression of cultural diversity;
- PE – health and safety; development of personal and social skills through team and individual activities, games and sports;
- RE – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships;
- School trips and residential visits.

### **Monitoring and Review**

The PSHE subject leader monitors the standards of pupils' work and quality of teaching. They support colleagues in the teaching of PSHE, giving them information about current developments and by providing a strategic lead and direction for the subject in school. They are also responsible for giving the Head Teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further development.