



# Hampton Hargate Primary School

## **Personal, Social, Health & Economic Education Policy**

Date: Spring 2024

Review date: Spring 2026

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

## **Aim**

At Hampton Hargate Primary School, we endeavour to teach our pupils what it is to be a well-rounded member of the society. Through our whole school approach, we enable our children to have a thorough understanding of mental and physical wellbeing as well as discussing our emotions within a safe and secure environment. As a member of modern Britain, we strive to understand and appreciate being a member of a diverse and multi-cultural society without losing our individual identity. Throughout the school, we ensure the children have positive role models and are able to apply what they have learnt throughout the PSHEE curriculum to everyday life. As part of the children's spiritual, moral, social and cultural development, we aim to develop their knowledge of the British Values (democracy, rule of law, respect and tolerance and individual liberty) and how this impacts our day-to-day lives. A central part of our ethos is to enable our children to develop resilience, perseverance and independence alongside a positive mindset. This is something we recognise and celebrate.

Our scheme '1Decision' aims to deliver weekly lessons to equip our children within an ever-changing society. These are taught at an age appropriate level from EYFS to Year 6 and are accessible to all (including Relationships and Sex Education). Within these lessons, children develop their skills and knowledge to help prepare them for adolescence and adulthood. Through this, we hope the guidance they receive throughout their school life will prepare and support the children allowing them to flourish.

## **The Delivery of the PSHEE**

"Personal, social, health and economic (PSHEE) education is an important and necessary part of all pupils' education. All schools should teach PSHEE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHEE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHEE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHEE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHEE programme to reflect the needs of their pupils, we expect schools to use their PSHEE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHEE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle."

*(National Curriculum 2021)*

## **The Content of the PSHEE curriculum**

### **EYFS Curriculum:**

To ensure a good foundation of learning in our EYFS setting, we focus on the seven areas of learning which are as follows:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development

- Literacy
- Understanding the World
- Mathematics
- Expressive arts and design

Through these areas, children have the freedom to learn about the world around them and understand how to become a good citizen both in school and in the wider world. Using a variety of resources, children are able to access real-life situations and ways to approach different scenarios.

### Year 1 to Year 6

Below is our Long-Term Plan for Year 1 through to Year 6. Each topic is taught at an age appropriate level. All of these topics will be covered throughout the year.

### Decision - HHPS Module Overview - September 2023

Modules	Keeping & Staying Safe	Keeping & Staying Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Our World	Hazard Watch	Fire Safety
Year 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water spillage	Jealousy	Online bullying	Growing in our world	Is it safe to eat or drink?	Hoax calling
Year 2	Tying shoelaces	Healthy eating	Bullying	Practise makes perfect	Worry	Image sharing	Living in our world	Is it safe to play with?	Petty arson
		Brushing teeth	Body language	Helping someone in need	Anger	Computer safety	Working in our world	Is it safe to play with?	Texting whilst driving
Year 3	Staying safe	Medicine	Touch	Stealing	Grief	Making friends online	Looking after our world	Summative Assessment	Visit the fire station
	Learning out of windows	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		Summative Assessment
	Summative Assessment								

Modules	Keeping & Staying Safe	Keeping & Staying Healthy	Growing & Changing	Being Responsible	Feelings & Emotions	Computer Safety	The Working World	A World Without Judgement	First Aid
Year 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle safety	Healthy living	Appropriate touch (relationships)	Coming home on time	Jealousy	Online bullying	Chores at home	Breaking down barriers	First Aid
Year 5	Peer Pressure	Smoking	Puberty	Looking out for others	Anger	Image sharing	Enterprise	Inclusion & acceptance	First Aid
Year 6	Water safety	Alcohol	Sex Education including conception	Stealing	Worry	Making friends	In-app purchases	British values	First Aid
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

### SMSC within PSHEE

Within our PSHEE curriculum, we cover many aspects of the Spiritual, Moral, Social and Cultural framework. Through this we teach the children the:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
  - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. (*SMSC National Quality Mark*)

### **Confidentiality & Safeguarding**

The nature of PSHEE means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

### **British Values**

As set out in the Government's Prevent Strategy document (2011), they defined what the British Values are:

- Individual Liberty
- Rule of Law
- Democracy
- Mutual Respect
- Tolerance

These are also covered across the curriculum through weekly PSHEE, RE, Art, History & Geography lessons among others.

**Reviewing and Updating the Policy**

The policy will be reviewed and updated April 2026.