



MARLFIELDS PRIMARY ACADEMY



PSHE Policy

The CFLP Geography Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of the Local Advisory Board: **Gary Provis**

Responsible Officer: **Headteacher – Claire Sleath**

Agreed and ratified by the Local Advisory Board on: 15.05.2025

To be reviewed: May 2028

PSHE POLICY

INTENT

Our PSHE curriculum aims to help pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, in both daily life and in a working environment. Our curriculum has been developed in partnership with the PSHE Association and the My Happy Mind programme, meeting current guidelines for the breadth and depth of study. The children will encounter a 'spiral' curriculum from Year 1 to Year 6, enabling them to activate and build on previous knowledge.

A termly focus will be present through the delivery of the curriculum:

- Autumn term – *Health & Wellbeing*;
- Spring term – *Living in the Wider World*;
- Summer Term – *Relationships*, including 'sex education'.

Our lessons will see a range of techniques employed based on the nature of the content including discussion, role play and sharing experiences; imparting new knowledge through 'taught' sessions involving visual, practical and group activities.

At Marlfields Primary Academy and Nursery, we aim to provide a secure, sensitive and caring environment where learning and discussion can take place. Equipping our children with the knowledge, understanding and skills that are needed to thrive in life; to stay safe and make safe choices; and to become happy, confident and rounded individuals, who are ambitious and well prepared for life in our diverse and modern Britain. There will be opportunities to explore attitudes and values and to develop skills to empower them to make positive decisions. The curriculum will focus on teaching the fundamental blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and adults. We want our children to show respect towards themselves and others and recognise when they are not being treated in this way both in the real world and online. We want all pupils to feel valued and understand the positive contributions they can make within their families, friendship groups and wider society. We believe that picture books are a powerful tool to use with all year groups and use quality texts throughout the curriculum.

Aims of PSHE

Our curriculum is designed to help our pupils to:

- identify and develop their own personal qualities, attitudes and skills, and build self-esteem
- explore the range of relationships they may have with others, including those online
- promote a healthy and balanced lifestyle throughout the stages of their life
- perceive risk in all aspects of their life and aim to keep themselves and others safe
- recognise that everyone they meet is different and that each person should be valued equally
- understand that people interact through rights and responsibilities, giving or withdrawing consent
- see change as a fact of life and equip them for the challenges and opportunities that may stem from such changes
- understand that power manifests through behaviours including bullying, and can be challenged or managed through negotiation
- understand the nature of the UK economy and how concepts, including enterprise and employability, may affect their future careers

Throughout every year group from Reception to Year 6, our children will be given opportunities to learn, practise and develop key skills. These will include:

- using self-reflection constructively
- using constructive feedback effectively
- setting themselves challenging targets and developing strategies to achieve them
- making decisions and to know when to compromise and negotiate
- developing resilience and the confidence that this brings
- being able to manage strong emotions and impulses
- being confident as an individual and developing self-belief
- developing organisation and time management skills
- listening effectively
- developing empathy
- being able to communicate effectively
- presenting ideas, opinions and arguments effectively
- working effectively as a team member; leading, cooperating, facilitating, encouraging others, providing feedback and taking on different roles
- gathering information from a variety of sources
- planning and deciding how to approach tasks
- managing risk and persuasion
- assessing and managing risk

ROLES

The subject lead will monitor the subject by:

- Sampling pupil's work to review progression and continuity and provide support for colleagues planning and completing learning walks around the school to see how PSHE is being delivered.
- Plan and deliver suitable Staff Training.
- Know the capability of staff.
- Liaise with the Senior Leadership Team regarding what is found during monitoring.

IMPLEMENTATION

EYFS

Our PSHE scheme of work does not provide guidance for an Early Years setting as The Early Years Foundation Stage (EYFS) Framework already provides appropriate opportunities in many of these areas. Within the EYFS Framework, there is a particular emphasis on pupils developing their own identity, skills and attitudes, together with building healthy relationships and promoting healthy lifestyles.

Year 1

Year 1 sees the children begin a journey of study in PSHE. In *Health & Wellbeing*, the children will be introduced to a range of age-appropriate issues such as hygiene, asking for help and following rules to keep them safe. They will also begin to talk about how change will be a common theme in their life.

In *Living in the Wider World* in the Spring term, the children will look at why we make classroom rules, what it is to be 'unique' and will be encouraged to think about the impact that they themselves can have on the environment around them. Pupils will begin to address the process of spending and saving with limited resources.

During the Summer term Year 1 children will explore aspects of *Relationships* including developing an understanding of fairness and 'right and wrong', including thinking about how others might influence their own behaviours.

They will also discuss special people in their lives and investigate how to share an opinion.

Year 2

In Year 2, the children will build upon their knowledge in Year 1 of staying healthy and extend this to looking at dental hygiene and making good choices surrounding food and exercise. Children will continue to develop an awareness of ways to keep themselves safe but will now begin to examine the dangers posed by household products specifically. They will start to talk about how our body changes and begin to use the correct terminology for body parts.

In the Spring term, the *Living in the Wider World* theme extends our focus on rules into the different roles that we play in groups and settings, whilst the children will also look at the physical features or personality traits that make us similar. The children will build upon their exploration of the role they play in protecting the environment through the way that they live and choices that they make. Further, they will think about how society creates money and what it is used for.

In *Relationships*, the children will build upon their knowledge of what can be deemed as right and wrong in Year 1, by considering issues such as bullying, conflict resolution and touching others. They will also continue to think about how opinions should be handled in a social setting.

Year 3

In *Health & Wellbeing* in Year 3, the hygiene theme will focus on common bacteria and viruses, whilst the healthy eating strand will examine the concept of a balanced diet. In safety, the children will look at the risks that are prevalent when moving around on roads, rails and water. In addition, they will begin to look at how emotions are often in conflict at the same time. The children will look at how they will begin to look towards the future and how those aspirations and goals may change over time.

In *Living in the Wider World*, the children will further extend their thinking about rules and roles in society from Year 2, by looking at human rights, and within that, children's rights. They will discuss the importance of effective debate in finding

consensus. The children will continue to build upon their knowledge of money by taking responsibility for setting and maintaining a budget, whilst the environment theme extends into both protection, and making sustainable choices.

In *Relationships*, the work on conflict resolution extends into compromise, and working collaboratively. The importance of taking others' feelings into account, keeping secrets and springing surprises is discussed. The ongoing theme of looking at commonalities between people is extended into similarities and differences in the way we look, think and behave, and in how easy it is to form stereotypes of people.

Year 4

In Year 4, the 'Healthy lifestyles' theme begins to look at a range of pressures around children that may harm their health: drugs and alcohol, and also examines the impact of imagery in the media. The 'changes' theme further examines the conflict of emotions that children might feel when experiencing divorce or death, as well as beginning to look at puberty. In 'safety', the children's focus will move to staying safe online, and begin to look at how to take responsible actions in an emergency.

In the Spring term, the children will further build upon their work in Year 3 of budgeting in money, and extend this to looking at enterprise and generating money for themselves. The environmental theme will continue to look at making choices of sustainability, whilst the work on debate will extend into how to make rules and change existing ones.

In the Summer term, the children will build upon their understanding of the feelings of others, including the impact of dares and challenges, and extending the Year 2 work on un/acceptable touch into the issue of privacy. The previous work on equality extends into respecting other viewpoints, and again follows up on the work on bullying in Year 2 into looking at more aggressive or physical bullying.

Year 5

In the Autumn term, the *Health & Wellbeing* focus further builds upon their knowledge of Healthy Lifestyles, to encourage children to make good choices and will also bridge back to what is deemed to be a balanced diet, whilst the children will

also begin to look at the impact of habits on people's behaviour. The theme of safety will now have a more specific focus on online safety: discussion surrounding the acceptable use of mobile phones will be prevalent.

In the Spring term, the children will continue to look at debate, setting rules, and will again look at children's rights. The environmental theme will continue looking at sustainability choices. During Year 5, children will further develop their understanding of entrepreneurship, whilst beginning to examine the concept of borrowing and other specific terms, such as interest and debt. Year 5 children will continue to investigate the theme of privacy and recognising others' feelings following on from these themes being introduced in Year 4. They will also have the opportunity to revisit and explore further the concepts of secrets and surprises.

Further extending their knowledge of *Relationships*, the children will focus on long-term commitment and the process of both marriage and civil partnership. This will also bring in the concept of a forced marriage and how that differs. Year 5 will extend the discussion about respecting others' viewpoints but also revisit the Year 3 topics of equality and stereotypes.

Year 6

The work in Year 6 will reflect the children's experiences and wider outlook as they prepare to move into a more independent phase of their lives. The *Health & Wellbeing* topic will revisit a number of previous themes: bacteria and viruses, managing emotions, dangers and risks, drugs and alcohol, and helping in an emergency. However, a number of topics will reflect a growth in maturity; for example, human reproduction and looking at how to perceive truth in an online world.

The *Living in the Wider World* theme will revisit and extend concepts looked at in previous years: anti-social behaviour and resolving differences, as well as themes surrounding spending and saving. Additionally, the children will look at responsibilities in the world of social media, whilst the money and environmental themes will link through an introduction to economics: the efficient use of resources in a limited world.

In the *Relationships* theme, the spiral curriculum will ask the children to revisit and extend their thinking on a range of topics which become ever more pertinent to their

current stage of life, including un/acceptable touch, building positive relationships, collaborative working, compromise, equality and stereotypes, and bullying and aggression.

IMPACT

- Children's increased confidence, self-esteem, empathy and resilience allowing them to achieve their academic potential.
- Learning Walks, Displays, Work scrutiny and Pupil Voice showing progression of skills and emotional development.
- Significant levels of originality, imagination or creativity in children's responses to their learning in PSHCE.
- Children having exceptional independence; the ability to think for themselves and take the initiative when asking questions, carrying out inquiries for learning, evaluating situations and working cooperatively with others.

EQUAL OPPORTUNITIES

Each child, regardless of gender, ability or social and cultural background, has an equal entitlement to a PSHE Curriculum.

SPECIAL EDUCATIONAL NEEDS

Each child will have access to appropriate PSHE activities that allows them to develop in their learning. This may be through support with communication through to development of understanding in a particular area of the curriculum.