



Personal Social Health Economic Education (PSHE)

At Pitmaston Primary School we aim to equip our pupils with accurate and relevant knowledge of the world around them promoting acceptance of diversity, a resilience for life and demonstrating how to be positive citizens whilst giving them opportunities to turn that knowledge into personal understanding. We ensure our pupils are given opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities in a safe, non-judgemental, nurturing environment. Through our personalised curriculum we aim to embed skills and strategies our children need in order to live healthy, safe, fulfilling, responsible and balanced lives. We encourage pupils to be positive, motivated, resilient, reflective and independent in both their learning and throughout day to day life.



At Pitmaston Primary School we use and adapt lessons from the PSHE association to support children's learning. All children are taught a PSHE lessons every week with all sessions starting with a 'Mental Well-Being' activity and lessons promoting discussion activities where children are able to express their views and opinions in a safe, secure and accepting environment. Mental Well-Being activities include mediation, mindful colouring, breathing exercises, peer massage, sensory stories, sharing a hug, a picture or note of positive from a friend and 'Feel Fab' activities. We feel it is important to not only equip our pupils with the skills to make informed decisions and opinions but also have the skills to be resilient and self-motivated in all aspects of their life.



Peer Massage



Sharing a hug



A positivity picture



Our lessons are made up with the focus across 3 core themes of learning;

Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils are taught:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.



Core theme 2: Relationships

In Key Stages 1 and 2, pupils are taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.

- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

In Key Stages 1 and 2 pupils focus on ‘economic wellbeing and being a responsible citizen’ and are taught:

- About respect for the self and others and the importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and the importance of managing it effectively.
- How money plays an important part in people’s lives
- A basic understanding of enterprise.



CURRICULUM PLANNING

Our school uses the PSHE Association’s three core themes as the basis for curriculum planning. We develop our Medium Term Plans using a range of sources, including guidance from the PSHE Association, Dimensions and Healthy Schools Worcestershire Relationships and Sex Education Curriculum. Links are made to termly themes and other curriculum subjects where appropriate and long-term plans identify individual PSHE units taught across the year. PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum.

Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of Celebration
- Circle time
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs - singing, drama, art & craft etc

- Happiness Club
- Social and fund raising events
- Theme days/events, for example Democracy Day, Anti-Bullying Week, Children’s Mental Health Week
- Peer Massage
- Well-being morning greeting from class teacher
- Feel Fab Friday
- Monthly ‘Family Well Being’ activities on the school newsletter
- Mini enterprise projects
- Charity events e.g. read-a-thons.
- Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Committee, Sports Captains, Anti Bullying Ambassadors, Learning Detectives and Head & Deputy Boys and Girls.



EARLY YEARS FOUNDATION STAGE

Personal, social and emotional development (PSED) is one of three prime areas of learning in the EYFS Curriculum Framework. It involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

PSED has three aspects:

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.



SPECIAL EDUCATIONAL NEEDS

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

PSHE education promotes:

Spiritual development, through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. It helps children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

Moral development, through helping children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.