

# WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL



## PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION GUIDANCE

### Rationale

P.S.H.C.E. at Wickham Church of England Primary School encompasses Personal, Social, Health, and Citizenship Education. It is our belief that every child, regardless of race, gender, religion, ability or socio-economic group, has the right to receive a P.S.H.C.E programme of education. This is delivered through a planned programme of teaching and learning that promotes pupils' personal and social development and their health and well-being. The school supports children, through a motivating and challenging curriculum, in the development of their self-esteem, confidence, responsibility and independence in order that they may achieve their full potential.

This P.S.H.C.E. guidance must be read in conjunction with all other whole school policies and guidance. Law requires the school to have a policy on Sex and Relationship Education (S.R.E) that is the direct responsibility of the governing body (see separate policy). In line with government guidance, Wickham Church of England Primary School also has related policies on Health and Safety, Safeguarding, Drug & Alcohol Education and procedures for responding to drug-related incidents (see separate policies and guidance).

This P.S.H.C.E guidance is distributed to all new staff and information from this guidance is shared with, parents and carers.

### Aims and Objectives

- To ensure that all children receive, at the very least, their subject entitlement as required under the National and Foundation Stage Curricula.
- To ensure children have the support they need to be healthy, stay safe, enjoy and achieve through learning, make a positive contribution to society and achieve economic well-being.
- To ensure that the spiritual, moral, intellectual, cultural, physical, emotional, academic, aesthetic and social needs of each child are met.
- To develop key aspects of emotional intelligence: self-confidence, motivation, self-discipline, independence, perseverance and resilience.

- To encourage the children to recognise, reflect on and value the personal, social and academic achievements made by themselves and others.
- To teach the children the importance of developing and maintaining a healthy lifestyle.
- To promote the importance of keeping themselves and others safe.
- To teach children about their rights, respect and responsibilities as represented by the United Nations Convention on the Rights of the Child.
- To expect high standards of behaviour based on care and respect for the feelings of others, good manners and co-operation.
- To promote respect for each person as an individual, as well as for their culture, race, gender and religion.

## The Curriculum

The P.S.H.C.E. curriculum will be primarily delivered by class teachers and supplemented by specialist visitors. Teachers will deliver engaging, challenging lessons based on the school's P.S.H.C.E Curriculum map (see Appendix 1), SRE Curriculum map (See Appendix 2) and Drug & Alcohol Education map (See Appendix 3) which ensure full coverage of the curriculum and appropriate progression for each year group. The curriculum maps draw together units of work based on Hampshire's PSHCE planning, SEAL, Rights Respect and Responsibilities and ' Teaching SRE with Confidence in Primary Schools' by The Christopher Winter Project.

In response to the school's curriculum review of March 2011 it was agreed that P.S.H.C.E should be a priority within the curriculum. Key Stage 1 children receive approximately 1 hour per week direct teaching of P.S.H.C.E, whilst Key Stage 2 children have approximately 1.5 hours per week. In addition to specific lessons, learning opportunities are incorporated in all other National Curriculum subjects where relevant, and also everyday situations that arise within the school community. For example, the children are given regular opportunities to contribute to the whole school community through School Council meetings, children in Years 5 may apply to become trained as Play Leaders providing peer mentoring and children in Year 6 are elected yearly as House Captain.

Children will learn through a variety of activities such as discussion, drama, self-assessment, case studies, circle-time, visiting speakers, responsibilities, independent study and the integrated use of ICT. Children will participate in lessons in a variety of ways, including individual work, paired work, collaborative group work, class discussion and response partners.

## Guidelines

- Teachers may reassure a pupil that their best interests will be maintained, but at no time will a member of staff offer a child confidentiality. (See guidance in Child Protection Policy) If teachers have concerns about specific children, they will consult the Child Protection Liaison Officer (C.P.L.O) who is currently the Headteacher.
- Adults will answer children's questions sensitively and openly, taking into account the age and experiences of the child.
- Outside agencies are used to enhance the curriculum where appropriate, for example School Nurse, Fire Service, Police Community Support Officer (P.C.S.O).

- Where necessary and in accordance with current guidance, visiting adults will be required to show proof of DBS clearance.
- All those involved in the teaching of P.S.H.C.E should understand that P.S.H.C.E begins at home and is received from family, friends, and a variety of media, as well as at school.
- The P.S.H.C.E. Leader is responsible for the co-ordination, monitoring, assessment, auditing and resourcing of the P.S.H.C.E. curriculum, its teaching and pupils' learning.
- The Subject Leader will support staff in the planning and delivery of subject schemes of work and arrange relevant staff development opportunities as appropriate.
- Special Educational Needs (S.E.N) support, Able Child Support and external agency support for individual children will be used as appropriate. Emotional Literacy support, when appropriate, will be delivered by a trained Emotional Learning Support Assistant (E.L.S.A).
- Only good quality resources, which take account of religious, cultural and physical diversity and special needs, are chosen to support the curriculum.
- Resources are stored centrally in the Personal Development Learning cupboard in the hall and in year group boxes assigned to each teacher. A list of current resources is available to all staff.

Appendix 1 - P.S.H.C.E Curriculum map

Appendix 2 - S.R.E Curriculum map

Appendix 3 - Drug & Alcohol Education map

Guidance written by Nicolette Portlock, P.S.H.C.E Leader 5<sup>th</sup> October 2012  
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# WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL

## PSHCE Curriculum Map - Key Stage 1



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	SEAL: New Beginnings  PSHEE: Being involved  SRE: Feelings, Hygiene  RRR: Basic rights, Co-operation	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Being healthy and safe in school  SRE: Likes & Dislikes  RRR: Food, Safety	SEAL: Going for goals  PSHEE: People who help  SRE: Respecting Others  RRR: Play	SEAL: Good to be me  PSHEE: Me-a special person  SRE: Uniqueness & Self-esteem, My Body  RRR: Homes	SEAL: Relationships  PSHEE: My special people  SRE: Special People  RRR: Families	SEAL: Changes  PSHEE: Growing and changing  SRE: Growing Up  RRR: Water
<b>1</b>	SEAL: New Beginnings  PSHEE: Keeping safe  RRR: Basic Rights, Play	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Working well together  RRR: Co-operation	SEAL: Going for goals  PSHEE: Other people are special too!  RRR: Diversity	SEAL: Good to be me  PSHEE: Caring for myself  RRR: Pack a Bag, Food	SEAL: Relationships  PSHEE: Caring for others  SRE  RRR: Homes, Families	SEAL: Changes  PSHEE: Looking forward  RRR: Safety
<b>2</b>	SEAL: New Beginnings  PSHEE: Who is in charge?  RRR: Basic Rights	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Changing friendships  RRR: Safety, Diversity	SEAL: Going for goals  PSHEE: Taking charge  RRR: Food, Homes, Water	SEAL: Good to be me  PSHEE: My body is important  RRR: Play	SEAL: Relationships  PSHEE: Celebrations and recognising differences  SRE  RRR: Families	SEAL: Changes  PSHEE: looking forward to Key Stage 2  RRR: Co-operation

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## PSHCE Curriculum Map - Key Stage 2



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3</b>	SEAL: New Beginnings  PSHEE: Settling in  RRR: Articles 1-4, 12-14,28,29,31,42	SEAL: Getting on and falling out <b>Say no to bullying (Nov)</b>  PSHEE: Making friends	SEAL: Going for goals  PSHEE: People and their work	SEAL: Good to be me  PSHEE: Keeping safe in school  RRR: Articles 6,9,16,19,23,24,27,32,33,37,40	SEAL: Relationships  PSHEE: Focus on feelings  SRE  RRR: Article 15	SEAL: Changes  PSHEE: In someone else's shoes
<b>4</b>	SEAL: New Beginnings  PSHEE: Feeling good  RRR: Articles 1-4, 7, 12-15,28,31,42	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Ups and downs in relationships	SEAL: Going for goals  PSHEE: Keeping safe outside school	SEAL: Good to be me  PSHEE: Keeping healthy  RRR: Articles 17, 23, 24	SEAL: Relationships  PSHEE: Changes in families  SRE  RRR: Article 16	SEAL: Changes  PSHEE: Looking ahead
<b>5</b>	SEAL: New Beginnings  PSHEE: Looking at the world  RRR: Articles 1-5, 12-14, 28, 29, 42	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Who decides?	SEAL: Going for goals  PSHEE: Being involved in my community  RRR: Articles 6, 7, 15, 23, 24, 31	SEAL: Good to be me  PSHEE: We're all different	SEAL: Relationships  PSHEE: It's my body  SRE  RRR: Articles 16, 19	SEAL: Changes  PSHEE: Risks and pressures
<b>6</b>	SEAL: New Beginning  PSHEE: Rights and responsibilities  RRR: Articles 1-8, 12, 13, 31, 38, 39, 42	SEAL: Getting on and falling out Say no to bullying (Nov)  PSHEE: Managing conflict	SEAL: Going for goals  PSHEE: The world of work (teamwork) & Green Goblin Project  RRR: Articles 15, 24, 27-29, 32	SEAL: Good to be me  PSHEE: Taking responsibility for my own safety  RRR: Article 33	SEAL: Relationships  PSHEE: Changing relationships  SRE  RRR: Articles 14, 16-18, 30, 40	SEAL: Changes  PSHEE: Transition and managing change



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## SRE Curriculum Map

YEAR R	<p><b>Me, a Special Person; My Special People; Growing and Changing</b></p> <ul style="list-style-type: none"> <li>■ recognise their uniqueness</li> <li>■ feel good about themselves</li> <li>■ know personal likes, dislikes and preferences</li> <li>■ recognise, name and own <i>everyday</i> feelings such as happy, sad, cross, worried etc.</li> <li>■ know some of the things that can cause different feelings</li> <li>■ understand that they can expect others to treat their needs, views, cultures, and beliefs with respect</li> <li>■ say why someone is special to them and recognise ways in which their family is special</li> <li>■ learn and practice skills for maintaining personal hygiene</li> <li>■ be proud of their body and enjoy what it can do</li> <li>■ learn the names of the main parts of the body</li> <li>■ understand the idea of growing from young to old</li> </ul>
YEAR 1	<p><b>Growing and Caring for Ourselves</b></p> <ul style="list-style-type: none"> <li>□ know how to keep clean and look after themselves</li> <li>□ know how people grow and change</li> <li>□ understand that babies become children and then adults</li> <li>□ know the differences between boy and girl babies</li> <li>□ know there are different types of families</li> <li>□ know which people we can ask for help</li> <li>■ own their own feelings, make 'I' statements and begin to accept everyone as an individual</li> <li>■ respect others' needs, feelings and opinions</li> </ul>
YEAR 2	<p><b>Differences</b></p> <ul style="list-style-type: none"> <li>□ know and be able to talk about the ways that boys and girls can be the same and different</li> <li>□ understand that some people have fixed ideas about what boys and girls can do</li> <li>□ understand the terms 'male' and 'female'</li> <li>□ describe the physical difference between male and female babies and boys and girls</li> <li>□ describe some differences between male and female animals</li> <li>□ understand that making a new life needs a male and a female</li> <li>□ name the male and female body parts using agreed, scientific words</li> </ul>

YEAR 3	<p><b>Valuing Difference and Keeping Safe</b></p> <ul style="list-style-type: none"> <li>□ (revision from Y1) know some differences and similarities between males and females</li> <li>□ (revision from Y1) name male and female body parts using agreed, scientific words</li> <li>□ identify different types of touch that people like and do not like eg hugs, kisses, hitting</li> <li>□ know that they have the right to say what they like and dislike</li> <li>□ understand personal space</li> <li>□ know ways of dealing with unwanted touch</li> <li>□ understand that all families are different and have different family members</li> <li>□ know who to go to for help and support</li> <li>■ know when to keep a secret and when to tell</li> <li>■ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use</li> </ul>
YEAR 4	<p><b>Growing Up</b></p> <ul style="list-style-type: none"> <li>□ describe the main stages of the human lifecycle</li> <li>□ reflect on their development from babies</li> <li>□ describe the body changes that happen when a child grows up</li> <li>□ know the meaning of 'puberty'</li> <li>□ know that during puberty the body changes from a child into a young adult, in order that adults can have babies in the future</li> <li>□ understand why the body changes during puberty</li> <li>□ know about the physical and emotional changes that happen in puberty</li> <li>□ know that each person experiences puberty differently</li> <li>□ know some basic facts about pregnancy eg. where babies grow, what babies do inside the female, how long is pregnancy</li> <li>■ know that their body belongs to them and that they can say who has access to it</li> <li>■ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use</li> <li>■ know how and where to get help, support or information</li> </ul>
YEAR 5	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>□ (revision from Y4) know the main physical and emotional changes occurring in puberty</li> <li>□ understand in greater detail how puberty affects the body and emotions</li> <li>□ ask questions about puberty with confidence</li> <li>□ describe how to manage physical and emotional changes</li> <li>□ explain the importance of physical hygiene and how to stay clean during puberty</li> <li>□ know how to get help and support during puberty</li> <li>■ know that there are some physical and emotional changes over which we have no control, but some over which we do have control and can make choices</li> <li>■ know that their concerns and worries during puberty are normal and are shared by others</li> <li>■ know that their body belongs to them and that they can say who has access to it</li> <li>■ consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use</li> <li>■ know how and where to get help, support or information</li> </ul>

YEAR 6

### **Puberty and Reproduction**

- describe how and why the body changes during puberty in preparation for reproduction
- talk about puberty and reproduction with confidence
- discuss different types of relationships with confidence, including friendships, family relationships, loving adult relationships and marriage
- explain how babies are made
- know the decisions that have to be made before having a baby
- explain how babies develop in the womb
- explain how babies are born
- explore what a baby needs after birth
- consider how sex is presented in the media
- consider sexual stereotyping
- know that their body belongs to them and that they can say who has access to it
- consider issues of safety, privacy, the law, peer pressure and personal responsibility in relation to internet and mobile phone use including 'sexting'
- know how and where to get help, support or information



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## Drug and Alcohol Education Curriculum Map

<b>YEAR R</b>	Me - A Special Person	<ul style="list-style-type: none"> <li>■ Learn about some of the school rules, including medicines in school.</li> </ul>
	Being Healthy & Safe	<ul style="list-style-type: none"> <li>■ Talk about medicines.</li> </ul>
<b>YEAR 1</b>	Caring for Myself	<ul style="list-style-type: none"> <li>■ Think about what can go on their body and in their body and that some substances can be harmful</li> <li>■ Know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines.</li> </ul>
	Keeping safe	<ul style="list-style-type: none"> <li>■ Think about what they are keeping safe from indoors and outdoors and whose job it is to keep them safe</li> <li>■ Know some of the rules for keeping safe, eg: medicines, tablets, household substances, fire, water</li> </ul>
<b>YEAR 2</b>	My Body is Important	<ul style="list-style-type: none"> <li>■ Value their bodies and monitor what they put into it, as all substances can be harmful if not used properly</li> <li>■ Know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg. immunisation</li> </ul>
<b>YEAR 3</b>	Keeping safe in School	<ul style="list-style-type: none"> <li>■ Know school safety rules relating to medicines, alcohol, solvents and illegal drugs</li> <li>■ Consider how they contribute to making the school environment a safe place</li> <li>■ Know that discarded syringes and needles can be dangerous.</li> </ul>
<b>YEAR 4</b>	Keeping Healthy	<ul style="list-style-type: none"> <li>■ Understand the important and beneficial part which drugs have played in society</li> </ul>
	Keeping safe Outside School	<ul style="list-style-type: none"> <li>■ Identify hazards from substances at home and at school</li> <li>■ Know about the range of legal drugs encountered in everyday life, including over the counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</li> <li>■ Have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse</li> </ul>
<b>YEAR 5</b>	Risks & Pressures	<ul style="list-style-type: none"> <li>■ Explore attitudes about different drugs and the people who use or misuse them</li> <li>■ Exercise basic techniques for resisting pressure from friends, particularly in relation to smoking</li> </ul>
<b>YEAR 6</b>	Taking Responsibility for My Own Safety	<ul style="list-style-type: none"> <li>■ Know that some substances are illegal and have some understanding of their effects and the associated risks</li> <li>■ Understand that the pressure to take harmful or illegal substances may come from people we know such as friends, relatives, neighbours</li> <li>■ Recognise that some role models for young people take drugs eg. in sports, and explore feelings about them</li> </ul>