



**Dunstall Hill Primary School**

**PSHE**



**Document Control Table**

<b>Title</b>	<b>PSHE Policy</b>
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**Document History**

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
29.10.25	S Keating	Added (PSED) to Personal, Social, Emotional Education for Early Years
29.10.25	S Keating	Hyphenated cross-curricular projects
29.10.25	S Keating	Amended PCO to PCSO

At Dunstall Hill Primary School, we promote an inclusive curriculum where every child has the right to achieve their potential. We strive to inspire so children aspire and have ambition, offer children experiences relevant to the curriculum and enrich their language in all we do. We will continue to interweave our school motto and core values into everything we do:



At Dunstall Hill Primary School, PSHE sessions help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

## **INTENT**

At Dunstall Hill Primary School, our PSHE curriculum supports the moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences in school and later in life. We believe that children should be given opportunities to engage with current issues so that they can make clear informed choices about new challenges and critical opportunities that will arise as they grow up and become responsible adults.

Our PSHE curriculum is designed to allow each child to:

- Recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities.
- Work well with others and prepare them to play an active role as citizens.
- Develop positive, healthy relationships and respect for others.
- Know and understand what constitutes a healthy, safe lifestyle, both physically and mentally.
- Develop both online and offline safety awareness.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social situations.

## **IMPLEMENTATION**

PSHE is an important part of our children's education and we believe that children should learn about six core themes – Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. These units, that are adapted from Coram Education – SCARF, offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to outstanding curriculum provision. Children are taught about drug awareness, financial education, sex and relationships education and the importance of physical activity and diet for a healthy lifestyle.

In Early Years, children will work towards achieving the Early Learning Goal in Personal, Social and Emotional Education (PSED). These will be delivered through cross-curricular projects outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, stories, videos, role play and assemblies.

In Key Stage 1, children will learn about themselves as developing individuals and members of their communities, building on their own experiences. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well; having the opportunities to show they can take responsibility for themselves and their environment. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

In Key Stage 2, pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They will learn about the wider world and the interdependence of communities within it. They will be encouraged to develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can effect local, national or global issues and political and social institutions.

## **IMPACT**

Each of our children are individual, unique and have a potential that needs to be unlocked. Our school motto is 'TEAM –Together Everyone Achieves More', and through the children working together, they will achieve more through our PSHE curriculum. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the PSHE curriculum is regularly monitored and reviewed. This will be done in a variety of ways including lesson observations, book and planning trawls and talking to children. Feedback will then be given around what is going well and ways to further develop.

A variety of assessment strategies will also be implemented by staff to show progression of skills over time. This will help ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.



## Appendix 1 – PSHE overview



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

## Notes

During the second part of the Summer term (Enterprise Week), there will be a whole school approach to the 'Money and Me' topic where the children will learn the value of money, where it comes from, banks, saving and spending.

The school nurse will deliver non-statutory SRE lessons, as she has always done so. Parents will be given the option to withdraw from any non-statutory SRE lessons.

The school uses visitors eg, the PCSO to deliver some safety lessons – stranger danger, keeping safe on the internet. In addition to this, the School Nurse and SLT/PSHE Lead will review the Public Health Data Profile and complete the Health-Related Behaviour Survey annually, to help inform planning around curriculum development. This includes liaising with the School Nurse on additional workshops throughout the year.