



# How we teach PSHE at Anglesey



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## Our School Vision:

***Inquisitive, Resilient, Independent***

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

# **1. Subject Vision Statement**

At Anglesey, we have a PSHE curriculum that prepares our children for the wider world and for their future. Our curriculum demonstrates appropriately aged content, skills and knowledge which fulfil the duties of the RSE curriculum. All of this has been undertaken in consultation with parents and sensitivity to our school community. We want pupils to understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up in our society. We provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children develop their sense of self worth by contributing positively to school life and the wider society. British Values are taught through PSHE and the wider curriculum and the values of inquisitiveness, resilience and independence are key to our curriculum. Our PSHE programme of study equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The well being of pupils is at the heart of what we do at Anglesey and we focus on issues which are pertinent to our community.

## **2. Subject Implementation**

PSHE is very much a cross curricular subject and permeates across all aspects of the wider curriculum, including through assemblies.

Across the school there are six half termly themes with age related content. These are: Resilience (Bounce Back programme), safety and anti-bullying, Relationships Education and mental well-being, British Values and Rights, Keeping Safe and Economic well-being.

The final topic includes an enterprise to be decided by classes and year groups.

PSHE lessons are weekly and each child takes part in a weekly class council meeting and some children will be members of the whole school council. Each year group also takes part in the 'Choices' programme and specific lessons have been selected on interest and relevance.

Relationships Education is taught at an age appropriate level, in consultation with parents and governors.



### **3. DfE guidance on PSHE and Relationships Education**

**Personal, social, health and economic (PSHE) education** is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE 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 PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE 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 PSHE 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.

#### **Relationships Education compulsory in all primary schools in England.**

Our guiding principles (DfE) have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law...

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online...

**For the full document, click this link:**

**[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)**

## 4. Termly focus across the school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery- Year 6	Resilience Bounce Back	Safety & Anti- bullying	RSE Mental Well - being	British Values Rights	Economic Well - being	Keeping safe Drugs & Alcohol Online safety

# **5. What pupils should know by the end of Primary School about relationships Education**

## **Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **5. What pupils should know by the end of Primary School about relationships Education**

### **Respectful relationships**

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online.



## **5. What pupils should know by the end of Primary School about relationships Education**

### **Being safe**

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

## **6. Subject Impact**

Teachers use Assessment for Learning techniques to assess learning and supports future planning. Each pupil has a PSHE book, which clearly shows progression across the year. Leaders regularly involve groups of pupils in discussions about their own learning, including reflecting on standards achieved against the planned outcomes. Children should be able to talk confidently about how they are inquisitive, resilient and independent. Understand the importance staying safe and healthy and a good understanding of their well being.

## 7. Pupil Voice

Year 5 pupil  
Digital footprints are what we leave behind online. Esafety is important, we must be careful what we share online.

Year 3 pupil  
I enjoyed learning about road safety. We learnt how to cross the road and where it is safer to cross.

Year 6  
The most interesting subject was about grooming. It will help me to keep myself safe when I am older.

Year 4 pupil  
Bounce Back means being resilient. We learnt that everybody feels sad sometimes but that bad times don't last. I know people I can talk to if I am feeling upset.



Year 1 pupil  
I know what a family is. Some families are different. All families look after each other.

Year 2 pupil  
We learnt the Pantosaurus song, it helps us to keep our bodies safe. I thought it was fun.

Year 5 pupil  
I enjoyed learning about mental health and physical health. I learnt about things I can do to look after myself.