



Ghyll Royd School and Pre-School
A foundation for life

Physical, Social, Health and Economic Policy

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Ghyll Royd School is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment

PSHE Policy Statement

At Ghyll Royd School and Pre-School we see Personal, Social, Health and Economic Education (PSHE) as being at the centre of all that we do.

(PSHE) education is an important and necessary part of all childrens' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the National Curriculum, 2014.

Our PSHE policy identifies the key concepts and skills that underpin PSHE education, fulfilling our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Aims and objectives

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social, health and economic education and are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community;
- develop a better understanding of the part that money plays in people's lives.

Teaching and learning style

We use a range of teaching and learning styles. During timetabled PSHE lessons emphasis is placed on active learning through planned discussions, circle-time, investigations, drama and role-play activities, puppets, individual, paired and group-work tasks, debate and problem-solving. All teachers will endeavour to provide a safe learning environment through

the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community and contribute to the taught curriculum.

Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real- life situations as they arise: e.g. setting agreed classroom rules of behavior, resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school such as an assembly or open evening; school council meetings; attending house meetings; and by taking on roles of responsibility for themselves, for others and for the school;

PSHE curriculum planning

The approach to PSHE education at School follows three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

The aim of the curriculum is to form termly and half-termly topics, each of which responds to an 'overarching question'. The overarching key questions act as the topic titles and can be easily shared between pupils and parents to help explain what pupils, in each year group, will be learning.

PSHE Curriculum Framework – Whole School Overview

The whole school overview provides a quick and simple overview of the progression of learning throughout the school and provides more detail about what is taught under each 'overarching question'. It is designed to give all stake holders (parents, teachers and governors) an insight in to what is included within the subject of PSHE at School. It may also be used to decide which particular topic areas to collect assessment evidence or pupil feedback on throughout the year.

(see appendix 1).

Some of the time we introduce PSHE and through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE through our religious education lessons.

We also develop PSHE through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

Early Years Foundation Stage

We teach PSHE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the EYFS Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Promoting Fundamental British Values

Ghyll Royd School promotes and upholds the British Values of Democracy, the rule of law, individual liberty, mutual respect and tolerance through the school values.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:

An understanding of **democracy** is developed through our School council. Following a vote, each class elects a representative. School council meets once a week to bring to the table any issues or ideas from their class. In addition, they are consulted about their ideas for school improvement, as well as taking part in the interview process for new teaching staff.

An understanding of the **rule of law** is developed through class discussions around the rights and responsibilities of the pupils. This informs relationships and behaviour in school. At the beginning of each year every class reviews the school and playground rules – they then negotiate their class rules for the year and discuss sanctions for breaking these rules.

An understanding of **Individual liberty** (freedom of speech, freedom of movement, freedom of assembly, freedom of association and freedom of religious worship) is developed through pupil voice, pupil choice and pupil influence in all aspects of school life.

An understanding **of mutual respect and tolerance of those of different faiths and beliefs** is developed through our school ethos, values and curriculum – especially PSHE and RE. Consideration and Co-operation are two of our school values and are examined in depth through class and whole school assemblies. The other school values are developed through services, class assemblies and across the curriculum.

Roles and Responsibilities

The PSHE Subject Leader has the following responsibilities:

- To lead the bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge and resources in order to support the delivery of effective PSHE;

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the School's PSHE policy and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assess children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

Teaching PSHE to children with special educational needs

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Children with special educational needs are taught the full PSHE curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in PSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. This includes tailoring the content and giving pupils more time to understand new vocabulary taught. Assessment against the National Curriculum allows us to consider each child's attainment and progress against end of year expectations.

Assessment and recording

Teachers assess the children's work in PSHE, both by making informal judgements as they observe them during lessons, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key stage.

We do not set formal examinations in PSHE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

Time Allocation

We teach a specified class PSHE lesson of 45-60 minutes each week. The 3 core themes are further delivered through assemblies and other areas of the curriculum.

Impact

Outcomes in PSHE demonstrates a broad and balanced curriculum which ensures that pupils are given the opportunity to become responsible citizens who have the skills and knowledge to make positive choices. The sensitively mapped curriculum ensures that pupils become 'Life Ready', having built their own bank of knowledge and behaviours to equip them with life beyond Ghyll Royd School. Pupils will know more, remember more and understand more.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for giving the Headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work, visiting classes to observe teaching in the subject and through conversations with staff and pupils.

Appendix 1

Curriculum Framework – Whole School Overview

The **whole school overview** provides a quick and simple overview of the progression of learning throughout the school (from Reception to Year 6), and provides more detail about what is taught under each ‘question’. It is designed to give all stake-holders (teachers, parents and governors) an insight in to what is included within the subject of PSHE. It can also be used to decide which particular topic areas to collect assessment evidence or pupil feedback on throughout the year.

The School works through seven main themes, under the three main headings of **Relationships, Living in the World and Health and Wellbeing**. These are colour-coded to give an ‘at a glance guide’, in order to demonstrate how the curriculum develops throughout the school. There is some overlap to ensure that learning is reinforced throughout.

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW – GHYLL ROYD SCHOOL							
	Autumn: Relationships		Spring: Living in the World			Summer: Health and Wellbeing	
	Feelings, Friendship & Mental Health	Identity	Online	Money	Rights & Responsibilities	Health	Safety & Risk
Reception	<p>How important is it to have a family?</p> <p>Importance of having a family; what it feels like to have a family</p>	<p>What makes us all different?</p> <p>Similarities and differences between people</p>	<p>How do we use technology?</p> <p>Using technology at school; how to use technology properly</p>	<p>What is money?</p> <p>How to use money in different ways</p>	<p>How do know what is right and wrong?</p> <p>Class rules; positive behaviour; listening and speaking</p>	<p>What do we do to keep healthy?</p> <p>Sleeping well; looking after your teeth; healthy meals</p>	<p>What is safe and unsafe?</p> <p>What is safe and unsafe to go into and onto our bodies</p>

Year 1	How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities	What has the internet got to do with me? Wellbeing; internet and me; being online and offline; staying safe; being kind	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	How do we keep our bodies healthy? Active and asleep; what can we eat; happy, healthy food; I can make right choices	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help
Year 2	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	What is personal information? Personal information online; communicating online; who can help us stay safe online.	Where does money come from? How to look after money; save or spend; want vs need; going shopping	How can we help? Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency

Year 3	How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help stay healthy and safe	How should we behave online? Digital kindness vs real kindness; people you can talk to; keeping online information safe	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively toward shared	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe
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	others; responding to other's feelings			goals; recognise achievements and targets	affect self and others		in local environment; how to get help in an emergency; people who help them stay safe
Year 4	How does it feel to feel? describing intensity of feelings to others; managing complex emotions; different types of relationships and what makes a positive relationship; being responsible for own mental health; which adults support mental health	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	How do I show online health? Keeping information safe; keeping private; digital wellness	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	How do we live everyday? Living in Britain; democracy; laws and responsibilities; liberty ideas; tolerance and respect; what is being British	How do we grow and change? Keeping good hygiene; being responsible for own health; maintaining a balanced lifestyle; oral hygiene and dental care	How can we keep safe in the local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay safe
Year 5	What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images;	What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mindset; setting up an enterprise; what enterprise means for work and society	What is a diverse Britain? Respecting the law; local and national Government; making a difference	What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy	How can we be responsible for our safety? Being responsible; knowing the risks; making decisions; in an emergency; safety at home.

			personal boundaries				
Year 6	What makes a healthy and happy relationship? Different relationships; what makes positive healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage and civil marriages)	How do we become Global Citizens? Global Citizens; global warming; how to power the world; water; what we will do for the future	What is digital wellbeing? My digital life; staying safe and happy online; relationships; social media; saying no to cyber-bullying; fake news	How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect bodies (including forced marriage); confidentiality and when to break a confidence	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours