



Harlow Green Community Primary School

Personal, Social, Health and Economic Education

Policy 2021-2024

Every child has the right to information which keeps them safe and healthy (Article 24)

At Harlow Green Community Primary School, we believe Personal, Health, Social and Economic education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing and tackles many issues that are part of growing up.

PHSE is at the heart of our school ethos. We are dedicated to ensuring that our pupils are given the opportunities to:

- **grow** personally and intellectually
- develop an understanding of how to keep themselves **healthy** and safe
- understand how to be positive members of their local and global **community**
- experience success and begin to learn about the vast **possibilities** ahead of them

Aims

Although we aim for academic success for our pupils, we believe that this can only be worthwhile in a context of strong personal development. It is essential that children learn how to be healthy and safe so that they can enjoy success as they grow and develop. We want to help families to develop young people who are positive and confident to access what the world around them has to offer but who also understand the importance of adding to their community and wider society for the benefit of all. We want our pupils to accept that everyone is unique and has value and that we can all live and work together by accepting our differences and uniqueness.

As a UNICEF Rights Respecting School, we ensure that children gain an understanding of both their rights and responsibilities as a child. We help to develop children's acceptance of difference and diversity and provide them with a strong moral compass.

The PSHE Curriculum

At Harlow Green, our Personal, Social and Health Education is interwoven through all areas of our curriculum and broader school life in the following ways:

- Themes explored during collective worship and assembly times.
- Extra-curricular and enrichment activities such as safer internet day or road safety week and educational visits or visitors to school such as the dentist or school nurse.
- Extra-curricular activities such as sports clubs and P.E sessions promote healthy lifestyles.
- Community projects such as collections for our local food bank or working with our local care home Angel Court.

- Our forest school provision.
- Regular Kidsafe sessions that aim to empower our pupils to speak out to a trusted grown-up about anything that is having a detrimental impact on their mental health and emotional wellbeing.
- Biological aspects of Health and SRE are taught specifically within the science curriculum.
- The importance of nutritious healthy food is taught through our science and DT curriculum.
- Tolerance, respect and similarities and differences are also explored within our R.E curriculum.

We also teach PHSE as a discreet subject each week, from Nursery to Year 6, using the **3D Dimensions** curriculum, as a structure for our programme.

The 3D Dimensions Curriculum content meets the 2020 statutory government requirements for Relationships and Health Education in primary schools and provides additional opportunities for further enrichment. Further information can be found in our Relationships and Sex Education policy (available from the school website).

Our PHSE teaching is divided into three core themes which are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These core themes are taught across school; the learning deepens and broadens every year.

More detailed overviews of what is covered in each year group can be found on our website in our curriculum PHSE area.

Physical Health and Mental Wellbeing Education in Primary schools – Statutory DfE Guidance

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The statutory guidance states that by the end of primary school:

	Pupils should know:	Harlow Green Curriculum
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Emotions <p>Relationships:</p> <ul style="list-style-type: none"> • Communication • Collaboration • Healthy Relationships
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p>

	<p>and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Aspirations • Emotions • Safety <p>Relationships:</p> <ul style="list-style-type: none"> • Communication • Collaboration • Healthy Relationships <p>Living in the Wider World:</p> <ul style="list-style-type: none"> • Rules and responsibilities • Extremism and Radicalisation
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Nutrition and Food
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Substance Related Abuse • Nutrition and Food
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>Health and Well Being:</p> <ul style="list-style-type: none"> • Substance Related Abuse
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum</p>

	<p>and how to reduce the risk of sun damage, including skin cancer.</p> <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Substance Related Abuse • Nutrition and Food • Aspirations • Emotions • Safety
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health • Safety
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within our 3D Dimensions curriculum under the core themes:</p> <p>Health and Well Being:</p> <ul style="list-style-type: none"> • Health

Policy Review

The governing body will review this policy statement if there is any significant change or at least annually and update, modify or amend it as it considers necessary.

Review date: January 2024