



PSHE Policy

Updated: Sept 2023, Sept 2024, Sept 2025, Sept 2026

Review date: September 2027

Policy Owner: A Griffiths

Danesfield Manor School aims to develop the whole child through our values based approach which incorporates the Fundamental British Values (FBVs) of Respect, Tolerance, Freedom, Rule of Law and Democracy. Our goal is for the children to be informed, resilient and empathetic with a natural curiosity to question the 'rights' and 'wrongs' in the world today.

Whilst PSHE and RS are seen as natural vehicles of promoting Spiritual, Moral, Social, Cultural (SMSC) education, everyone is encouraged to model the behaviour of our values both in and outside of school, at all times.

Principles of teaching PSHE

We cover all aspects of social, personal, health, economic and moral education.

PSHE provides the children with the essential knowledge, skills and understanding of themselves (including Growth Mindset) and their immediate and wider environment, preparing them for an active role in society at local, national and international level. PSHE provides the vehicle for children to become responsible citizens, aware of their duties and rights, in keeping with the school ethos of educating the 'whole child'.

Teaching PSHE gives the teacher the opportunity to work with the children in a more informal way, responding to their needs, through circle time, debate or role-play, for example. PSHE should encourage children to question and think effectively using philosophical enquiry.

Strategies for teaching PSHE

Lessons are 45 – 1 hour a week using our own PSHE scheme of work. Discussion and debate are used as tools to explore many of the elements of these sessions. The school also focuses on monthly values which are discussed in assemblies and PSHE lessons but will also permeate the fabric of the school across all subjects where appropriate. This has been implemented to raise pupils' awareness of their own moral and social responsibilities.

Homework

No homework is given.

Strategies for Assessment

Informal, ongoing teacher assessments take place during PSHE lessons. These observations and insights are used to review pupil understanding and engagement, and to adapt planning accordingly so that teaching remains responsive to the needs of all pupils.

Extra Curricular Activities

Assemblies
Roles of Responsibilities
Annual productions and concerts
Shared reading
Community links, including supporting local charities
School Council (Meetings are held regularly throughout the term)
Behaviour Buddies (Meetings are held regularly throughout the term)
Environment Club (Meetings are held regularly throughout the term)
Charity work
Visits to the local places of worship
Cycling Proficiency
First Aid
Whole school residential trip

Achievement days

Children from Nursery 1 to 6 take part in the Celebration Assemblies on Friday and Pupil Achievement Days every term.

PSHE Topic Grid

Learning objectives are based on the recommendations from the PSHE association, which incorporates SEAL (Social and Emotional Aspects of Learning) and the latest guidance from the DfE on Relationships Education. It is expected that staff cover the learning objectives under the topics outlined below. Specific objectives are provided in the 'PSHE curriculum map'.

Term	Reception to Year 6
Autumn 1	All About Me / Growth
Autumn 2	Healthy me
Spring 1	Relationships
Spring 2	Our World
Summer 1	Keeping safe
Summer 2	Changes

2026-2027

September: Excellence
October: Respect
November / December: Giving
January: Tolerance
February: Friendship
March / April: Belonging
May: Responsibility
June/July: Trust and Honesty

2027-2028

September: Aspire
October: Rule of Law

November / December: Happiness and Enjoyment

January: Love

February: Co-operation

March / April: Freedom

May: Care and Compassion

June/July: Democracy

The values are rotated over a two year cycle.

Danesfield Manor School RSE & PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	<p>Development matters:</p> <p>Self-confidence and self-awareness- Can select and use activities and resources with help.</p> <p>Making relationships - May form a special relationship with another child.</p> <p>Managing feelings and behaviour - Shows understanding and cooperates with some boundaries and routines.</p> <p>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness- Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Making relationships - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Managing feelings and behaviour - Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness- Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Making relationships – Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Managing feelings and behaviour - Can usually adapt behaviour to different events, social situations and changes in routine.</p>	
Year R	<p>Development matters:</p> <p>Self-confidence and self-awareness- Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Making relationships - Takes steps to resolve conflicts with other children e.g. finding a compromise.</p> <p>Managing feelings and behaviour - Aware of the boundaries set and behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Growth Mindset</p> <p>Values:</p> <p>September: Excellence</p> <p>October: Respect (British Value)</p> <p>November / December: Giving</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Making relationships</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Managing feelings and behaviour - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Values:</p> <p>January: Tolerance (British Value)</p> <p>February: Friendship</p> <p>March / April: Belonging</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Making relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Values:</p> <p>May: Responsibility</p> <p>June/July: Trust and Honesty</p>	

Year 1	<p>All about me</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9./R8 ways in which we are the same as all other people; what we have in common with everyone else R1. to communicate their feelings to others, to recognise how others show feelings and how to respond H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>Healthy Me</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what i like and dislike, how to make real, informed choices that improve their physical and mental health, to recognise that choices can have good and not so good consequences</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise that their behaviour can affect other people. What are the conventions of courtesy and manners? R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) – to promote respectful relationships R7. to offer constructive support and feedback to others R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>Our World</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. Are all families the same? L4. That they belong to different groups and communities such as family and school . L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>Value: May: Responsibility</p>	<p>Changes</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H8. about the process of growing from young to old and how people's needs change</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 2	<p>All about me</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their</p>	<p>Healthy me</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of</p>	<p>Relationships</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>Our World</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special</p>	<p>Keeping Safe</p> <p>H13. about people who look after them, their family networks, who to go to if</p>	<p>Changes</p> <p>H5. about change and loss and the associated feelings (including moving</p>

	<p>strengths and set simple but challenging goals L8/ R8 ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else R1. to communicate their feelings to others, to recognise how others show feelings and how to respond H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what i like and dislike, how to make real, informed choices that improve their physical and mental health, to recognise that choices can have good and not so good consequences H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>Value: November / December: Giving</p>	<p>R7. to offer constructive support and feedback to others R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>people should care for one another L4. that they belong to different groups and communities such as family and school. To know why families are important, how they may differ. To know that marriage is a legally recognised commitment of two people. L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Value: March / April: Belonging</p>	<p>they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others'</p> <p>Value: May: Responsibility</p>	<p>home, losing toys, pets or friends, moving keystone)</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 3	<p>All about me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Healthy Me</p> <p>H1. what positively and negatively affects their physical, mental health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' To explore 'self-respect' and how this links to happiness.</p> <p>Value:</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship (including family) and develop the skills to form and maintain positive and healthy relationships. R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between</p>	<p>Our World</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care</p>	<p>Keeping Safe</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong on an offline. R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset – how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>

	<p>R1. to recognise and respond appropriately to a wider range of feelings in others, with respect.</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>November / December: Giving</p>	<p>acquaintances, friends, relatives and families. To be aware that relationships can have their ups and downs.</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>for these (including conserving energy)</p> <p>Value: March / April: Belonging</p>	<p>when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p> <p>Value: May: Responsibility</p>	
Year 4	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others R1. to recognise and respond appropriately to a wider range of feelings in others, with respect.</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>Healthy Me</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>What does it mean to have a healthy body and mind? (link to mental health / Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>Our World</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p> <p>Value: May: Responsibility</p>	<p>Changes</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 5	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both</p>	<p>Healthy Me</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how information in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships i.e. mutual respect, truthfulness, loyalty, kindness, generosity, trust, shared interests / experiences, supportive R3. to recognise ways in which a relationship can</p>	<p>Our World</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national</p>	<p>Keeping Safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and online H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H24. the responsible use of electronic devices: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>

	<p>the range and intensity of their feelings to others . R10./ R1to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>What does it mean to have a healthy body and mind? (link to Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>be unhealthy and whom to talk to if they need support R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>law and family and community practices anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Value: March / April: Belonging</p>	<p>uncomfortable or anxious or that they think is wrong H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Value: May: Responsibility</p>	<p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 6	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others R10/R1 to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	<p>Healthy Me</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how information in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>What does it mean to have a healthy body and mind? (link to Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making</p>	<p>Our World</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and online H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H23. about people who are responsible for helping them stay healthy and safe; how they can help these people</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset - how has your mindset changed over the year?</p>

	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>		<p>this decision freely for themselves</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>		<p>to keep them healthy and safe</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Value: May: Responsibility</p>	<p>Value: June/July: Trust and Honesty</p>
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