Baines' Endowed Church of England Primary Academy

PSHE Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

The PSHE programme is reviewed and evaluated regularly to ensure provision is relevant, up-to-date and of the highest quality.

The aims of PSHE education within Baines' Endowed Primary School are to provide children with:
- accurate and relevant knowledge
- opportunities to create personal understanding
- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. PSHE helps children to acquire British values and attitudes which are necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen.

EYFS

During the Foundation Stage children will be working towards the early learning goals using the Development Matters guidelines for Personal, Social and Emotional Development and a strand of Understanding the World.

- Personal, Social and Emotional Development (Self-Confidence and Self-Awareness): 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.
- Personal, Social and Emotional Development (Managing Feelings and Behaviour): 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.
- Personal, Social and Emotional Development (Making Relationships): 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.
- Understanding the World (People and Communities): Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and tradition

Our Key Stage 1 and 2 curriculum is split into 3 core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

These are then broken down into key concepts developed through the Programme of Study as advised by the PSHE Association.-

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).

2. Relationships (including different types and in different settings, including online).

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world.

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).

9. Career (including enterprise, employability and economic understanding).

As a school, we aim to enrich the lives of our children by providing them with the skills and opportunities to apply their learning within and beyond the curriculum. PSHE underpins our school ethos and is taught from Reception to Year 6.

Implementation

PSHE is taught weekly and teachers plan according to their pupils' needs, using TA support, to involve all children in teaching and learning.

PSHE education cannot exist in isolation. At Baines' Endowed Primary School it is part of a whole school approach and our curriculum provides a range of opportunities for children to make links to other areas of learning and explore a wide range of social, moral, cultural and behavioural issues. PSHE has links with other areas of the curriculum, in particular the Science Programme of Study and Relationships Education. (Please see separate policies).

Each of the core themes are taught for a term as shown on the table at the end of the policy..

All children take part in activities linked to anti-bullying during the national Anti-bullying week.

In EYFS and KS1 thoughts and activities are recorded in a classbook. In KS2 children have PSHE exercise books in which they record their thoughts and also complete set tasks by the teacher.

Children across school have the opportunity to experience a variety of educational visits linked to many areas of the curriculum which give them experiences of the wider world. As part of science week the science team have have developed strong links with BAE, Victrex, UCLan, The Royal Astronomical Society, Blackpool and the Fylde College, Lancaster University, Bupa, Love My Beach, Junior Park Rangers

and North West Ambulance Service which allows children an insight into the world of work.

Year 6 are given the opportunity to attend aspirational career events organised by Blackpool Council and events organised by Blackpool Football club.

Each KS2 class has an Anti-bullying Ambassador who attends a training day during Anti-bullying Week. They feed back to their class and are there to support any child that feels like they are being bullied or who have problems with friendships.

In Year 4, 5 and 6 children begin to learn about how their bodies change and develop as they grow up. All children learn about puberty including the onset of periods. They are taught about the increasing importance of personal hygiene and how they can talk about the challenges of puberty with a trusted adult.

Well-being is a priority at Baines and underpins our curriculum in addition to being taught as a discrete subject throughout the year.

Equality of Opportunity

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Through such study children can acquire understanding of and respect for other people and their values. Pupils should learn that the questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable qualities. The nature of PSHE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels. Staff also follow the whole school equal opportunities policy, ensuring every child in school is offered rich and balanced opportunities.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules need to have been agreed to provide a common values framework within which to teach. There must also be clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

• Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

•No one (teacher or pupil) should be expected to answer a personal question.

•No one will be forced to take part in a discussion.

•Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

• Clear parameters about what is appropriate and inappropriate should be discussed by the whole class.

•Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.

•Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.

•Teachers should not be drawn into providing more information than is appropriate to the age of the child.

•Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.

•If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported via the usual child protection procedures.

Impact

PSHE in EYFS will be assessed as part of early learning goals using the Development Matters guidelines for Personal, Social and Emotional Development and a strand of Understanding the World.

In Key Stage and 1 and 2 PSHE is assessed in line with all other non-core subjects, it is supplemented by the children's input and on-going teacher assessment during both PSHE lessons and the school day as a whole.

Teacher assessment is communicated to parents through an end of year written report.

The PSHE lead will monitor the subject across school through;

- Learning walks
- Work moderation and scrutiny
- Lesson observations
- Staff meetings and training
- Staff questionnaires and feedback
- Pupil questionnaires and discussions

Review

Policy to be reviewed January 2022 by Mrs J Anderson.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and restrictions; drug use and the law; drug use and the media