

## Banks St Stephen's C.E. Primary School

### Personal, Social and Health Education (PSHE) Policy including Statutory Health and Relationships Education and Non-Statutory Sex Education (RSHE = Relationships and Sex and Health Education)

<b>Consultation has taken place:</b>	<b>The school workforce</b>  Date: Various dates April/May 2021	<b>Governors</b>  Date: 16 <sup>th</sup> June 2021	<b>Families</b>  Date: 23 <sup>rd</sup> June 2021	
<b>Date formally approved by Governors:</b>	6 <sup>th</sup> July 2021			
<b>Date policy became effective:</b>	1 <sup>st</sup> September 2021		Review date: 1 <sup>st</sup> September 2022	
<b>Person(s) responsible for implementing and monitoring:</b>	Mrs Joanne Owen Miss E. Mc Quirk (PSHE Governor) Mrs Sonya Robinson (SRE and Safeguarding Governor)			
<b>Other relevant policies, which are available on our website:</b>	<b>Behaviour</b>	<b>Child Protection and Safeguarding</b>	<b>Online safety</b>	<b>Single Equalities</b>
	<b>Data Protection</b>	<b>Anti-bullying</b>	<b>SEND</b>	<b>Science</b>
	<b>PE</b>			

#### Introduction

**Purpose:**

From September 2021, the Department for Education has made it statutory for all primary schools to deliver Relationships and Health Education.

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of Personal, Social and Health Education (PSHE) including Citizenship.

We define it as a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepared for life and work. 'Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged' (PSHE Association)

We believe it is important because it 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 doing so, we help develop their sense of self-worth. We teach them about rights and responsibilities and they will learn to appreciate what it means to be a positive member of a diverse multicultural society.

It was produced by the PSHE Subject Leader through consultation with the school workforce, governors, parents and carers.

Parents and carers will be informed about the policy through consultation. The finished policy will be on the school website where it will be available for parents to download and read.

**Overall aims and objectives:**

Our school's overarching aims and objectives for our pupils are **Belonging Serving Succeeding**.

**Vision for Banks St. Stephen's Church of England Primary School**

**"We actively promote a sense of pride in belonging to the community of Banks. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed."**

**"I can do all things through Christ, who strengthens me." *Philippians Ch4 v13***

**"Belonging"**

Firmly grounded in the community of Banks and the surrounding area; knowledgeable and proud of local history and our heritage. Also encouraging each child's sense of belonging; for example, to their own family's religion and ethnicity and also belonging to the Church Community of St Stephen's in the Banks.

**"Serving"**

Serving others. Serving the community. Being thankful and appreciative for the service of others to the school and encouraging children to make a positive contribution.

**"Succeeding"**

Committed to high standards and determined to ensure children have every opportunity to succeed. Being ambitious for every child and giving them the chance to shine. Enabling every member of the school community, both children and adults, to flourish.

We believe in providing the highest quality of education for all our children within an atmosphere of Christian love and care. As a church school, the strong Christian ethos permeates through all aspects of the curriculum as well as other areas of school life. We undertake to follow the principles from the Church of England Charter for faith-sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE).

**What values will underpin this policy?**

Christian principles and values underpin all our work as we prepare children for their future lives. As a school we have six core values of **Thankfulness, Compassion, Hope, Service, Endurance and Friendship**.

We promote these core Christian values in a number of different ways. We have a chosen value each half term which our whole school, key stage and class worship centres around. We also have a Christian values trophy which is awarded weekly to a child, nominated by a member of staff, that has demonstrated that value either in or outside of school.

**Personal, Social and Health Education (PSHE)**

**What are the aims and objectives of our PSHE programme?**

Our programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

**How will we ensure the curriculum is relevant to our pupils?**

While promoting the values above, we will ensure that pupils are offered a balanced programme using relevant local data and school information, for example entries on our digital safeguarding software CPOMS, attendance data, information from the Pupil Voice questionnaires, Health Needs Assessment and the Health LSIP to inform planning and to address the identified needs of the whole school community.

**What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

- know and understand what constitutes a healthy lifestyle
- be aware of 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 wider community
- develop the skills and attributes of resilience, self-esteem, risk-management, teamwork and critical thinking.

**Creating a safe and supportive learning environment:**

The school seeks to provide a safe, secure learning environment for RSHE and PSHE education that enables children and young people to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident, successful adults. The school seeks to ensure members of staff are role models for positive interpersonal relationships. Group agreements are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support.

**SEND, Inclusion, Equality and Diversity**

We recognise the right for all pupils to have access to PSHE which meets their needs. We will ensure that pupils with Special Educational Needs and Disabilities (SEND) receive access to PSHE through carefully considered teaching and planning. We promote fundamental British values and we will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all, including children from different cultural backgrounds and EAL children.

**How will we ensure that our equalities obligations are fulfilled?**

As a school we have a statutory duty to safeguard children and young people as set out in the Department for Education document Keeping Children Safe in Education (2020, including January 2021 updates). Our school also has a duty to promote the Equality Act 2010; British Values, including democracy, tolerance and the rule of law; provide a broad and balanced curriculum and address the spiritual, moral, social and cultural development of pupils.

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are respected by all members of staff to provide positive role models to the children and addressed through whole school assemblies and worship and discrete teaching during lessons.

**How will we ensure inclusion and differentiate learning?**

We will respect pupils' unique starting points by providing learning that is accessible and achievable to all ensuring that pupils with special educational needs receive access to PSHE education through the use of additional adult support, tailored resources and quality first teaching and offering challenge to our more able pupils through targeted questioning including debates and discussions.

## Relationships Education

### What is the purpose of Relationships Education in our school?

The guidance from the Department for Education states:

“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.” (p.4)

(Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019)

Our Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, with a particular focus on friendships, family relationships and relationships with other children and adults. This links to our school ethos of Belonging. We think it is important for our pupils and our school to understand what a relationship is, what a family means and identify the people in their lives that can help and support them. We therefore view the partnership of home and school as vital in providing the context for this teaching and learning.

### What are the aims, objectives and intended outcomes of our Relationships Education Programme?

Our school's overarching aims for our pupils are to encourage the development and practice of resilience and other attributes, including character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### Statutory Guidance on Relationships Education:

The Department for Education states that by the end of primary school children should know:

Families and people who care for me:

- 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:

- 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.

**Respectful relationships:**

- 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:**

- 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.
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**Being safe:**

- 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.

**Health Education**

**What is the purpose of Health Education in our school?**

The guidance from the Department for Education states:

“The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health..” (p.32)

(Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019)

Our Health Education focuses on pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

### **What are our aims, objectives and intended outcomes?**

Our school’s overarching aims for our pupils are that they can articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Health Education also gives opportunities to talk about steps pupils can take to protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

### Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

The Department for Education states that by the end of primary school children should know:

#### Mental wellbeing

- 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 wellbeing 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 wellbeing.
- 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 wellbeing or ability to control their emotions (including issues arising online)

#### Internet safety and harms

- 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 and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how 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.

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- 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.

### Physical health and fitness

- 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.

### Healthy eating

- 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).

### Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### Health and prevention

- 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 allergies, immunisation and vaccination.

### Basic First Aid

- 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.

### Changing adolescent body

- 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.

## Our PSHE Programme

### Timetabling PSHE education

Our PSHE education is provided by Coram Life Education which provides comprehensive lesson plans and resources. Our PSHE education provision is mapped and planned effectively to ensure full coverage across year groups as well as a progression of knowledge as children move through the school. We allocate weekly curriculum time to PSHE education, however, teachers may choose to block lessons.

All year groups from Foundation Stage to Year 6 follow the same half-termly units which are as follows:

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- Autumn 1 – Me and My Relationships
- Autumn 2 – Valuing Difference
- Spring 1 – Keeping Myself Safe
- Spring 2 – Rights and Responsibilities
- Summer 1 – Being My Best
- Summer 2 – Growing and Changing

Each unit builds on the knowledge and skills of the unit taught in the previous year group ensuring children are receiving a full coverage of knowledge and skills.

All children will be taught the same unit during the same half-term to ensure continuity. Teachers will use planning and resources from Coram Life Education which covers all the statutory outcomes as outlined by the Department for Education. This will be differentiated and tailored to meet the needs of individual children or cohorts at the class teacher's discretion.

Our provision is further enriched by discrete teaching and learning in other subjects; for example:

- English – skills in enquiry and communication; stories that illustrate aspects of personal and social development.
- Maths – financial capability, counting and sharing.
- Science – drugs education (including medicines); life cycles; health and healthy eating; safety and the environment.
- Design Technology – health and safety; healthy eating; realising people have needs as they generate a design.
- ICT – communicating via e-mail; finding information and checking its relevance; staying safe online.
- History – reasons for and results of historical events; situations and changes; diversity within societies studied; significant people and events; ideas and experiences of people from the past.
- Geography – environmental issues; sustainable development; land use; study of own environment and different parts of world including less economically developed countries.
- Art and design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different cultures.
- Music – making most of abilities in playing and singing; issues of cultural diversity, their value and expression.
- PE – health and safety; development of personal skills through team and individual activities, games and sports.
- RE - religious and moral beliefs; values and practices that underpin and influence personal and social issues and relationships.

### **Who will be responsible for teaching the programme?**

The programme will be led by the Subject Leader and will be taught by class teachers and teaching assistants as prescribed by the outlined scheme of work. It will be supported by external visitors, enrichment opportunities and members of the local community. The school will support members of staff delivering PSHE to access appropriate CPD where available or required. Professionals from outside the school (Life Education Bus) will assist and advise teachers in delivery of the puberty and human reproduction aspects of our curriculum.

### **The use of visitors to the classroom:**

We offer children the opportunity to hear visiting speakers such as health workers, emergency services and representatives from the local church and charities who we invite into the school to talk about their role in creating a positive and supportive local community.

### **Key Principles and Teaching Methodology:**



We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in circle time, discussions, investigations and problem-solving activities.

We will ensure learning 'starts from where pupils are' by conducting a short assessment task at the beginning of each unit. This will then be revisited at the end of each unit to assess pupils' understanding and identify any remaining gaps or misconceptions that will need to be addressed in future PSHE lessons or by other areas of the curriculum.

### **What topics will be covered and when?**

Refer to Appendix 1 for a comprehensive list of learning outcomes that will be covered for each year group.

Our PSHE Curriculum adheres to the statutory requirements set out by the Department for Education. It is mandatory for all primary schools to teach and deliver Relationships Education and Health Education to all pupils. Sex education, however, is not compulsory in primary schools. It is important that all primary schools have a programme that is tailored to the age and physical and emotional maturity of the pupils. We must ensure that both boys and girls are prepared for the changes that adolescence brings. The content of our Relationships and Health Education covers everything that primary schools should teach about relationships and health. The national curriculum for science also includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

National Curriculum Programme of Study for Science statutory requirements:

#### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Introduce vocabulary such as penis, vulva and private parts

#### Year 2

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

#### Year 4

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- End of Y4, teach boys and girls about menstruation (not about sexual reproduction). Also bodily changes in puberty.

#### Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age (including bodily changes in puberty)
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#### Year 6

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

As a school, we have chosen to teach aspects of sex education in Y6 which go beyond the national curriculum for science. Parents have no right to request that their children be excused from the science curriculum or from the HRE curriculum. However, there is a right for parents to request that their children are excused from the “human reproduction” lesson, as this is optional for primary school children.

The optional extra information taught will be:

- Knowledge of how sexual reproduction occurs between humans, introduced in final term of Y6

This policy will be shared with parents on the school website. Parents will also be informed in advance in writing of the right to withdraw their child from the “human reproduction” lesson. The withdrawal of a child by parents will be an opt-out, with the onus on parents to inform the Headteacher and class teacher in writing of their wish for their child to be excused.

### **How will we assess this learning?**

We will assess pupils’ learning through summative (pre- and post-unit) assessment tasks to establish their baseline and their endpoint to show individual progress. This will be evidenced by completion of these tasks before and at the end of each unit, by teachers’ formative (ongoing) assessment during class discussions and also by any written work completed in pupils’ Wider Curriculum books.

### **How will pupils’ questions be answered?**

The Department for Education states that: Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school’s policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (p.23)

(Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019)

It is important, therefore, that pupils are able to ask questions during PSHE lessons and also anonymously by the use of a ‘Class Question Box’ which will be checked regularly by the class teacher. The class teacher will take into account the nature of the question and whether it is appropriate or inappropriate to discuss in a whole class setting.

Some teachers may feel that they require support and training in answering questions that are better not dealt with in front of a whole class. In these instances, the class will tell the children or particular child that they will give them an answer the following day and, either discuss a response with the PSHE Subject Lead and/or members of the Senior Leadership Team or, in some cases, contact home to agree whether the question will be answered by parents or school staff or jointly.

If a safeguarding issue is raised by a question, then teachers will seek the advice of the Designated Safeguarding Lead (DSL).

### **Monitoring, reporting and evaluation:**

Governors, SLT and the Subject Lead are responsible for monitoring and evaluating the delivery of PSHE (RHE and Sex Education). The Subject Lead provides long- and medium-term plans and resources, which teachers then deliver as part of the whole BSS curriculum. The Subject Lead supports colleagues in the teaching of PSHE by giving them information about current developments in the subject and Governors and SLT provide a strategic lead and direction for the subject in the school. We allocate time for the subject leader to enable them to fulfil this role by reviewing, planning and discussion with colleagues.

**What is our policy on confidentiality?**

We will create a group agreement and remind pupils of this at the start of every lesson. The school recognises the importance for children, young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs.

Staff cannot offer or guarantee pupils unconditional confidentiality. This should be understood by all staff and pupils and embedded through the use of a group agreement. Staff will follow the school procedures as set out in our Safeguarding and Confidentiality policies if they feel that a pupil is at risk or in danger. Any concerns should be swiftly discussed with the school's Designated Safeguarding Lead. External agencies delivering programmes will also be made aware of the school's safeguarding policy and procedures.

**Working with Parents/Carers:**

We are committed to working with parents and carers. This policy, and the ones in conjunction with it, will be available for parents and carers to download from the school website. Parents will be signposted to further information and support for parents and carers will be given by the Pupil Support Manager.

**Other aspects of school life that contribute to PSHE education include:**

We encourage the children to take part in a range of practical activities that promote active citizenship. These include participating in and running class councils and the School Council, charity fundraising, (sponsored events, initiating and running competitions sales and fairs etc.) and participation in school and village events and projects, planning and running games for the Summer Fair. In addition, children are given roles of responsibility within the classroom and, as they get older, more demanding roles e.g., monitors and play leaders. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

Many areas of PSHE and Citizenship are also addressed in school assemblies and developed through activities and whole-school events. In Foundation Stage and Key Stage 1 children participate in the Right Start Practical Pedestrian Training Programme which involves school and parents working in collaboration to enable children to become safer pedestrians.

We also offer a residential visit to pupils in Year 6, where there is a particular focus on developing pupils' self-esteem and giving pupils opportunities to develop leadership and co-operative skills.

In addition, we utilise 'Bolt-Ons' from West Lancashire Sports Partnership such as Dr Feelwell, Born to Move and Change4Life.

**Responsibility for the implementation of this policy:**

PSHE Governor – Emma McQuirk  
HRE Governor – Sonya Robinson  
Head teacher – Joanne Owen  
PSHE Lead – Suzanne Moore

This policy has been written in consultation with teachers, teaching assistants, parents/carers and the pupils.

This policy will be reviewed by annually the PSHE Subject Leader in consultation with the Headteacher, Governors and pupils.