

## PSHE Policy



*'Grow in the Grace and Knowledge of our Lord Jesus Christ'*

2 Peter 3 v18

**We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.**

**We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.**

**Where excitement is evident and enrichment opportunities shape our grace and knowledge.**

**Jesus motivates, inspires and teaches us about living life in all its fullness.**

At Coppull St. John's Primary we aim to:

- Raise awareness of behaviours and issues relating to good health and a safer life style.
- Encourage self-awareness with respect to personal attitudes, behaviours and responses affecting good health.
- Provide opportunity for children to identify clarify and re-form personal attitudes and to understand and respect others.
- Develop personal skills that enable responsible attitudes to personal health to be translated into responsible behaviours, assertiveness skills, coping skills, communication skills
- Improve personal knowledge to help inform individual attitudes and behaviours
- How to keep themselves and others safe
- Prepare all our pupils for the challenges of adult life.
- Nurture the self-esteem and emotional development of all our young people.
- Enable our pupils to make informed healthy life choices.

We link our curriculum to the school vision to *'Grow in the grace and knowledge of our Lord Jesus Christ'*

### **Curriculum Provision**

At Coppull St John's Primary school PSHE and Citizenship is delivered within a whole school approach which includes:

- Discrete weekly curriculum time.
- Through PSHE and Citizenship activities and school events.
- Through pastoral care and guidance.
- Through worship and opportunities for reflection
- Discrete PSHE sessions
- Cross curricular links e.g. Science, PE, Computing, RE, English
- Class projects
- Worship
- Educational visits and visitors
- Extracurricular clubs
- Homework tasks
- Plays and performances
- Sporting events

Teachers use a range of teaching and learning styles, including activities such as discussion, role play, games, investigations, problem solving, and outdoor learning. Teachers encourage children to take part in a range of practical activities that promote active citizenship e.g. Archbishop of York Young Leaders, charitable giving and planning of school events.

This policy reflects the school's values and philosophy in relation to the teaching and learning of Personal, Social and Health Education. It sets out a framework within which teaching and non-teaching staff can co-operate and give guidance on planning, teaching and assessment. This policy should be read in line with the Programme of Study for P.S.H.E, and the policy for RSE [..\2020-2021 POLICIES\POLICY Relationship-and-Sex-Education-Primary.docx](#) which sets out what pupils in each year group will be taught.

### **Structure of the Curriculum**

The programme of study is taught through a question- based model. **There are three core themes of primary school PSHE:**

- **Health and Wellbeing.**
- **Relationships.**
- **Living in the Wider World: economic wellbeing and being a responsible citizen.**

Key skills to be taught by the end of Primary school include:

#### **Health and Wellbeing**

- Recognise components of a healthy lifestyle
- Know how to make healthy eating choices
- Ways to make choices to improve physical and emotional health
- About the importance of personal hygiene
- How some diseases are spread
- Know the names for the main parts of the body
- Know that household products can be harmful if not used properly.
- Ways of keeping physically and emotionally safe including ICT and online safety

## **Relationships**

- Recognise how others show their feelings and how they might respond
- Know ways to recognise, manage and control strong feelings and emotions
- How their behaviour might affect others
- The difference between secrets and surprises
- Share opinions on things that matter to them
- Judge what kind of physical contact is acceptable and how to respond
- Know about different kinds of teasing and bullying
- Know ways to resist teasing and bullying
- Explain their views on things that matter to them

## **Living in the wider world**

- How to contribute to the life of the classroom
- Help to construct class rules
- Start to recognise what improves and harms local natural and built environments
- Know that money comes from different sources and can be used for different purposes
- Understand the concept of spending and saving money

## **Organisation of the Curriculum**

From September 2020, every primary school is required to deliver statutory relationships and health education. RSHE

For the purpose of this policy, '**relationships and sex education**' is defined as teaching pupils about health, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of relationships and health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of our teachers, pupils and parents/families. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

As a school, we consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters.
- School Website

Any parent, family, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the member of staff responsible for the subject area
- Phoning, emailing the school
- Contacting subject leaders and governors

## **Relationships Education Overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them 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 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**

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful Relationships**

- By the end of primary school, pupils will know:
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being Safe**

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental Wellbeing**

By the end of primary school, pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms**

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of 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**

By the end of primary school, pupils will know:

- 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 by 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**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs, Alcohol and Tobacco**

By the end of primary school, pupils will know:

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

### **Health and Prevention**

By the end of primary school, pupils will know:

- 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, and how to reduce the risk of sun damage, including skin cancer.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

By the end of primary school, pupils will know:

- 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 Bodies**

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

The school is free to determine, within the statutory curriculum content outlined above in both relationships and health education, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. The school plans a

progressive curriculum, such that topics are built upon knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

### **Sex Education**

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the science curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum. The detail of this teaching can be found in the Scheme of Work. Parents are consulted at the point of delivery of our sex education curriculum. The age and development of pupils is always considered when delivering sex education. An outline of sex education at Coppull St John's is provided below:

#### **Year 6**

- o Sexual intercourse and how a baby is made
- o Contraception – an overview

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

### **Parents' Right to Withdraw**

**Parents do not have the right to withdraw their children from relationships education.**

However, parents have the right to withdraw their children from the non-statutory/ non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed on the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE and guided to the Scheme of Work.

The Head teacher may also invite visitors from outside the school such as Coram Education tutors to provide support and training to staff teaching RSE.

### **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- o Age
- o Sex or sexual orientation



- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that children with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.

### **Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE and Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequence of their actions.
- **RE**– pupils learn about respect and difference, values and characteristics of individuals.

### **Assessment, Recording and Reporting**

PSHE assessment will cover the key themes in each year group as referred in the end of unit assessments. Learning is assessed in a number of different ways including

- Self- assessment
- Peer assessment
- Teacher assessments

Children's progress and achievements in PSHE is reported to parents annually under the categories of

WTS	working towards standard
ARE	working at age related expectation
GDS	working at greater depth standard

Clearly defined learning outcomes based on the Framework assist the assessment process. Vulnerable children will be targeted through using the Boxall Profile or the Brook Traffic Light Toolkit and will, with parents' involvement benefit from planned interventions.

Reception class are assessed under the Early Learning Goal- Personal and Social Education

### **Teaching Methods and Learning Approaches**

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods.

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- Circle Time.
- School Council (preparatory activities).
- Drama and role-play.

### **Monitoring**

The PSHE programme will be constantly monitored and reviewed by the subject lead as part of the monitoring schedule, in close consultation with all staff.

### **Roles and Responsibilities**

The Governing Body is responsible for:

- Electing a link governor
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- Ensuring that the ethos of the school is maintained and developed through the subjects.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/families are fully informed of this policy.
- Are sensitive to any requests from parents to withdraw their children from sex education
- Ensuring parents understand they cannot withdraw children from the relationships education part of the curriculum
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.

The subject leader is responsible for:

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- provide appropriate support and training for staff
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Liaise with cluster subject leads, LA advisor and attend network meetings
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head teacher/ Governing Board.

All class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils are responsible for:

- Engaging fully in RSE, and when discussing issues related to RSE, treat others with respect and sensitivity.

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. Our school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE subject leader concerned.

### **Resources**

School benefit from current resources and statutory guidance from The PSHE Association and a range of resources from SCARF. Following annual audits and outcomes from monitoring throughout the year any resources and relevant CPD is made available in line with the school development plan.

### **Confidentiality**

'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is the benefit the child.'

Protection of our schools records and monitoring well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies – Refer to

**Safeguarding and Child Protection Policy for procedures.**

### **Other Related Policies**

All subject policies should indicate their contribution to PSHE and Citizenship in school. Other relevant policies include:

- Sex and Relationship Education.
- Drug Education.
- Child Protection.
- Equality
- Mental Health and Wellbeing
- Behaviour Policy
- Health and Safety.

- Anti-Bullying

**Subject Lead**

Mrs. S Abram

**Date:**

1<sup>st</sup> September 2021

**Date of Review:**

1<sup>st</sup> September 2022