

Darwen St James'
C of E Primary Academy



PSHE Policy
September 2021

Mission Statement

Nurturing ambition through a living faith

Vision Statement

Our academy delivers a purposeful curriculum through its living Christian Faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

Bible

Let us not love with words and speech alone but with actions and truth.
John 3:18

Introduction

School Philosophy Darwen St James' CE Academy strives to develop children as responsible and caring members of the school and wider community within a respectful environment. We aim to help children to develop values of mutual understanding and respect of others, to develop responsible attitudes in order to lead confident, healthy and independent lives. We aim to raise ambition and aspiration with all of our learners through promoting resilience and perseverance.

At Darwen St James' CE Academy we believe that the personal development of pupils is an important aspect in developing children's ability to learn and achieve. We believe that by facilitating the educational, social, emotional, aesthetic, spiritual and moral development of each child we are helping to give children as many opportunities as possible for achievement and personal fulfilment in later life. We recognise and support the contribution PSHE makes to the National Healthy Schools scheme and we aim to encourage children to lead a healthy lifestyle and to make healthy choices.

Aims

- To give children knowledge, skills and understanding of a healthy living, in order to develop attitudes and practices which enable them to lead confident, healthy and independent lives.
- To enable children to understand mental Health and Wellbeing and the skills to talk about these issues openly and within a safe environment.
- To enable children to make informed choices which will encourage them to develop as active and responsible citizens.
- To enable children to contribute to the life of the school and wider community by encouraging children to take part in a wide range of activities.
- To make pupils feel valued as individuals who can make positive contributions to school and community life and to encourage pupils to recognise their own worth.
- To help children understand how they are developing personally and socially and to enable them to tackle many of the spiritual, moral, social and cultural issues that are part of growing up.
- To enable children to form quality relationships which are effective and fulfilling and to develop values of mutual understanding and respect of others.
- To provide opportunities to learn about different aspects of Citizenship, PSHE and Road Safety through workshops, visitors and assemblies.

Components of Personal Social and Health Education

This is the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It was written to sit alongside the 2014 National Curriculum and has been updated to reflect the rapidly changing world in which our pupils live and learn.

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum'.

The programme of study covers Key Stages 1 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

As the world changes, each new edition of this programme of study identifies new or emerging issues. It is important that schools do not simply attempt to cover all the suggested content contained in this document, as doing so could lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, we encourage schools to select content that is relevant to their pupils and use this as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.

Unique to our setting, we have a weekly Nurture group time. During this time, the whole school get mixed up into mixed age group sets and go to their allocated teacher. Over the course of the year, children take part in health and wellbeing (including mental health), entrepreneurship and economics and finally citizenship and eco/environmental issues. The children work in their groups around the above themes, the activities include first aid, enterprise, charity work, litter picking, up cycling, wellbeing, mental health and many more. This is a valued time for the children where they develop not only team work and communication skills, but also resilience and ambition.

Curriculum-

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils, as Ofsted has set out.

The aim for PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

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.

In Key Stage 1 and 2-

Overarching concepts developed through the Programme of Study-

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)

PSHE is delivered through three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

Key: H: Health and Wellbeing, R: Relationships and L: Living in the wider world.

PSHE Overview 2021

<u>PSHE Overview</u>	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer term</u>
Nursery	<u>Building Relationships</u> Friendships- RSE Emotions Valuing each other Boundaries and creating rules	<u>Managing self</u> Feelings and behaviour RSE Problem and conflicts Healthy choices	<u>Self regulation</u> Keeping safe RSE Growing and changing RSE Independence
Reception	<u>Building relationships</u> Friendships- RSE Emotions Valuing each other Boundaries and creating rules	<u>Managing self</u> Feelings and behaviour RSE Problem and conflicts Healthy choices	<u>Self regulation</u> Keeping safe RSE Growing and changing RSE Independence
Year 1	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Roles of different people: families, feeling cared for. Safe relationships <ul style="list-style-type: none"> Recognising privacy: staying safe: seeking permission - RSE Respecting ourselves and others <ul style="list-style-type: none"> How behaviour affects others: being polite and respectful. 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Keeping healthy food and exercise: hygiene routines sun safety Growing and changing <ul style="list-style-type: none"> Recognising what makes them unique and special: feelings: managing when things go wrong - RSE Keeping safe <ul style="list-style-type: none"> How rules and age restrictions help us: keeping safe online 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> What rules are: caring for others needs looking after the environment Media literacy and digital resilience <ul style="list-style-type: none"> Using the internet and digital devices communicating online Money and work <ul style="list-style-type: none"> Strengths and interests: jobs in the community
Year 2	Relationships Families and friendships <ul style="list-style-type: none"> Making friends; feeling lonely and getting help Safe relationships <ul style="list-style-type: none"> Managing secrets; resisting pressure and getting help; recognising hurtful Behaviour- RSE Respecting ourselves and others <ul style="list-style-type: none"> Recognising things in common and differences; playing and working cooperatively; sharing opinions 	Health and well being Physical health and Mental wellbeing <ul style="list-style-type: none"> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and changing <ul style="list-style-type: none"> Growing older; naming body parts; moving class or year- RSE Keeping safe <ul style="list-style-type: none"> Safety in different environments; risk and safety at home; emergencies 	Living in the wider world Belonging to a community <ul style="list-style-type: none"> Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and Digital resilience <ul style="list-style-type: none"> The internet in everyday life; online content and information Money and Work <ul style="list-style-type: none"> What money is; needs and wants; looking after money
Year 3	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> What makes a family; features of family life Safe relationships <ul style="list-style-type: none"> Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others <ul style="list-style-type: none"> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<u>Health and well being</u> Physical health and Mental wellbeing <ul style="list-style-type: none"> Health choices and habits; what affects feelings; expressing feelings- RSE Growing and changing <ul style="list-style-type: none"> Personal strengths and achievements; managing and reframing setbacks Keeping safe <ul style="list-style-type: none"> Risks and hazards; safety in the local environment and unfamiliar places 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> The value of rules and laws; rights, freedoms and responsibilities Media literacy and Digital resilience <ul style="list-style-type: none"> How the internet is used; assessing information online Money and Work <ul style="list-style-type: none"> Different jobs and skills; job stereotypes; setting personal goals

Year 4	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Positive friendships, including online Safe relationships <ul style="list-style-type: none"> Responding to hurtful behaviour, managing confidentiality- RSE Respecting ourselves and others <ul style="list-style-type: none"> Respecting differences and similarities 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Maintaining a balanced lifestyle: oral hygiene and dental care Growing and changing <ul style="list-style-type: none"> Physical and emotional changes in puberty: personal hygiene routines-RSE Keeping safe <ul style="list-style-type: none"> Medicines and household products, drugs common to everyday life 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> What makes a community: shared responsibilities Media literacy and digital resilience <ul style="list-style-type: none"> How data is shared and used Money and work <ul style="list-style-type: none"> Making decisions about money: using and keeping money safe
Year 5	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Managing friendships and peer influence Safe relationships <ul style="list-style-type: none"> Physical contact and feeling safe-RSE Respecting ourselves and others <ul style="list-style-type: none"> Responding respectfully to a wide range of people recognising prejudice and discrimination 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Healthy sleep habits, sun safety, medicines, vaccinations Growing and changing <ul style="list-style-type: none"> Personal identity, recognising individuality and different qualities mental well being-RSE Keeping safe <ul style="list-style-type: none"> Keeping safe in different situations, emergencies and first aid etc 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> Protecting the environment compassion towards others. Media literacy and digital resilience <ul style="list-style-type: none"> How information online is targeted, different types, their role and impact Money and work <ul style="list-style-type: none"> Identifying jobs interests and aspirations
Year 6	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Attraction to others-relationships-RSE Safe relationships <ul style="list-style-type: none"> Recognising and managing pressure consent in different situations-RSE Respecting ourselves and others <ul style="list-style-type: none"> Expressing opinions and respecting other points of view, including discussing topical issues. 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> Valuing diversity : challenging discrimination and stereotypes Media literacy and digital resilience <ul style="list-style-type: none"> Evaluating media sources: sharing things online Money and work <ul style="list-style-type: none"> Influences and attitudes to money: money and financial risks. 	<u>Health and well being</u> Physical health and mental wellbeing <ul style="list-style-type: none"> What affects mental health and ways to take care of it: managing change, loss and bereavement, managing time online. Growing and changing <ul style="list-style-type: none"> Increasing independence and managing transitions, puberty- RSE Keeping safe <ul style="list-style-type: none"> Keeping personal information, safe regulations and choices: drugs use and law: drug use and the media-

Organisation of Learning

- 30 minutes per week allocated for PSHE activities, circle-time activities, discussion, debate etc. underpinned by PSHE Association scheme of work, alongside teacher's using circle time and activities to address any issues that may arise within school or the community as a whole.
- Teachers plan according to their pupils' needs, using TA support, to involve all children in teaching and learning.
- Cross-curricular teaching of PSHE, linking where possible to other aspects of the curriculum, particularly the Science Programme of Study, including Relationships and Sex Education. (Please see separate policies).
- Each child has a Reflective journal to express their knowledge on the lesson they have taken part in and have their interests heard. A reflective marking tool is used for the children to reflect on their lesson.
- Three pieces of evidence from each lesson is recorded in the PSHE Big books.
- Discussion and agreement of class/school rules and expectations.
- Recognising achievements e.g. commendation assemblies, certificates and rewards.
- Class Dojos to be used as a reward throughout school, including lunchtimes.
- Home-school agreement.
- Academy Council (including campaign and election)
- Making choices e.g. class activities, lunchtimes and playtimes, ICT activities
- Visits from outside speakers, etc.
- Positions of responsibility, as in play leaders and prefects

- Health and Wellbeing. (Covid 19 - recovery plan for welling of each child returning back to school)
- Assemblies
- 30 minutes per week allocated for Nurture Groups (Covid 19- All nurture groups are in class bubbles)
- Extra- curricular activities including our Bucket List.
- Aim High Day
- Work related experiences
- Transition

Assessment

EYFS assess through PSED.

PSHE is assessed in line with all other non-core subjects, it is supplemented by the children's input through their reflective journals.

These are the reported to parents through written report (s).

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/Citizenship. 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 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 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 to the Head teacher and the usual child protection procedures followed.

Working with Outside Agencies.

Should other agencies be used, such as Life Education Centres, discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At Darwen St James' all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- checks have been made with the LA if there are any concerns
- their input is integrated within a planned programme
- appropriate planning sheets/lesson plans have been produced
- school/class background information has been issued
- resources have been checked for suitability
- confirmation of dates and times have been confirmed in writing
- an evaluation process has been agreed.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy and the Confidentiality Policy.

Dissemination

All new staff can access this policy via the school website and upon induction. The policy is easily accessible to all staff. Parents can also access this policy via the website. Pupils learn about the Policy through discussions with teachers and assemblies.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.