



PSHE Policy

AIMS

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

'According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a PSHE Programme -3D PSHE -in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

this policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

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

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour, which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community



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- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

RELATIONSHIPS EDUCATION (STATOTORY)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.



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SEX EDUCATION/ BODY CHANGES

Sex Education is not statutory in primary schools.

The National Curriculum for science 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. Our school has determined that we do not need to cover any additional content on sex education to meet the needs of our pupils.

As has been done for many years at Greenbank, we ensure that both boys and girls are prepared for the changes that adolescence brings and, draw on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We have made the decision to complete these sessions with girls and boys separately.

We consult parents about the detailed content of what will be learnt through the Year 5 and 6 Body changes unit and we are happy to offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their children from our sex education/body changes lessons. The Headteacher will be available to discuss the request with parents to ensure that their wishes are understood in order to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. These detrimental effects may of course, be mitigated if the parents propose to deliver sex education/body changes education to their child at home instead. If a pupil is excused from sex education/body changes education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

All materials that we use to teach this aspect of the National curriculum are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

IN-HOUSE INFORMATION

How we monitor, evaluate and assess teaching and learning in PSHE

Who is responsible for leading PSHE? PSHE Subject Lead (Miss C Matthew)

Who is responsible for teaching PSHE? Class Teachers and any covering Teaching Assistants and/or trainee teachers under the supervision of the class teacher.

How is PSHE taught? PSHE is taught using resources provided by 3D Dimensions PSHE. They are age appropriate and are progressive across the school.

When is PSHE taught? PSHE is taught weekly in each class for approximately 45 minutes as part of the curriculum with regular ad-hoc sessions throughout the year as issues arise.

How is delivery of content made accessible to all of our pupils, including those with SEND? As previously mentioned in this policy, teaching staff are aware of the needs of each individual within the class and tailor lessons accordingly. Staff are also aware of individual circumstances of pupils allow sessions to be delivered in a sensitive and respectful manner. Each class is also equipped with an 'Ask It Basket' where children can pose their questions if they are uncomfortable doing so in front of their peers.



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At Greenbank Primary School to comply with the Online Safety Act 2023, we ensure the following mandatory elements are in place;

- Network Connect and Microsoft Firewall ensure we are compliant with regard to age appropriate monitoring and filtering.
- This includes alerts from Network Connect being reported, logged and kept up-to-date.
- Our link Governor for Safeguarding, E-Safety, Filtering and Monitoring and Designated Safeguarding Lead (DSL) are aware of monitoring and filtering controls, policies and compliance.
- Children are taught how to identify and report harmful content as part of our curriculum.
- Staff receive relevant and on-going training relating to safeguarding and E-Safety.

Revised and adopted by the Governing BodyDate.....Review