P.S.H.E. POLICY

HIGHER WALTON

C. OF E. PRIMARY

SCHOOL

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) POLICY

School Vision

Life in all its fullness (John 10 verse 10)

School Mission Statement, Aims and Values

Higher Walton CE Primary School's mission statement is to "raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos".

We aim to develop successful learners, confident individuals, responsible and spiritual citizens and an actively engaged community in order to fulfil our vision.

Our school's core Christian values are friendship, forgiveness, creativity, courage, respect, responsibility, trust and tenacity.

POLICY CONTEXT AND RATIONALE

This policy covers our school's approach to Personal, Social and Health Education (PSHE). It was produced by the PSHE leader, Mrs J Headley, in consultation with staff, pupils, Governors and parents. Consultation took the form of discussion with representative groups and follow-up questionnaires. Pupils have been involved in the creation of this policy through discussion with lead learners. Key needs identified were mental wellbeing, physical activity, awareness of other faiths, money, road safety and online safety.

Our PSHE programme complies with the requirements of the Equality Act, Public Sector Equality Duty and statutory guidance on Relationships Education and Health Education, as well as meeting the Education Act 2002 requirement to provide a balanced and broadly based curriculum which
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for opportunities, responsibilities and experiences of later life.

This policy is made available to all staff via the school network, and is available to parents/carers on our school website. It can also be made available in printed format if requested.

CURRICULUM INTENT

PSHE vision and purpose

Our vision for PSHE is to develop
- successful learners who achieve their potential in PSHE
- confident individuals who are physically and emotionally healthy, with high self-esteem and the ability to think and discuss freely
- responsible and spiritual citizens who show tolerance and respect, and appreciate diversity
- active engagement, drawing on appropriate outside expertise to enhance our PSHE curriculum

Our PSHE policy is underpinned by our school values, and informed by our overall school ethos and aims.

PSHE aims

Our PSHE programme aims to
- Ensure PSHE (including Relationships Education, and Physical Health and Mental Wellbeing) is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- Fulfil and go beyond the requirements of the statutory framework 2020 for Relationships Education, and Physical Health and Mental Wellbeing
- Cover the concepts of rights and responsibilities, feelings and friendship, online safety, economic understanding, safety, learning to learn, health, identity and diversity
- Enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- Develop pupils' confidence, resilience and independence
- Develop understanding, tolerance and respect for others
- Meet needs identified by pupils (eg online safety, mental wellbeing)
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Prepare children for healthy relationships in an online world.
- Enable pupils to understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- Foster participation in school and local community life through taking on responsibilities and responding to needs around them (eg support for charities)
- Support local health priorities (eg obesity, dental health, road safety)
- Prepare our pupils for life in multi-cultural Britain
- Address wider national and global issues (eg Fair Trade, consumerism, climate change)
- Support our behaviour and pastoral care systems
- Be a foundation for later learning and support pupils in their transition to secondary school
- Create a positive culture around issues of sexuality and relationship.
- To know how to 'love your neighbour' even when we might disagree; to learn to compromise

Planning

In EYFS, planning is based on the EYFS statutory framework.

In Key Stage 1 and 2, the school follows the PSHE Association's Programme of Study, which identifies the key concepts and skills to be taught through PSHE topics, each lasting half a term. Our provision is mapped and planned effectively through a spiral 2 year rolling programme of recurring themes, revisited to progressively deepen understanding. (Appendix 2)

The knowledge and skills in each unit of work are laid down in the scheme, which covers our overarching concepts of rights and responsibilities, feelings and friendship, online safety, economic understanding, safety, learning to learn, health, identity and diversity.

Our PSHE curriculum links to other curriculum subjects including RE (especially other faiths, diversity), Computing (especially Online Safety), PE, Science (especially changes around puberty) and English (debates). The order of topics within PSHE varies in order to make appropriate links with the broader 3-year cycle of history/geography/science topics.

Entitlement and equality of opportunity

Classroom practice takes account of age, special needs/disabilities, maturity and cultural backgrounds to ensure that all pupils can fully access PSHE education. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances.

We recognise the right for all pupils to have access to PSHE education that meets their needs, and ensure that pupils with SEND receive access through differentiation, carefully chosen tasks and/or classroom support. Additional support is put in place where needed, for example:
- ELSA intervention support for mental health, anxiety, friendship
- counselling support for bereavement and family breakdown
- anger management and GHIST support for pupils who struggle to regulate their behaviour or emotions
- trip subsidies/extra-curricular subsidies for pupil premium children to broaden their horizons and raise aspirations
- nurture activities to build self-esteem.

We use PSHE education as a way to address diversity and to ensure equality for all, and expect pupils to consider others' needs sensitively in discussions.

Enrichment

Our provision is further enriched with
- theme afternoons such as refugee awareness, dementia awareness, sign language, anti-bullying, fiver challenge, cultural festivals and mindfulness which extend the planned PSHE provision,
- visiting speakers/activity organisers such as NSPCC, First Kick Football, road safety team, community dentist, fire service, PCSO
- picture news worship, promoting debate, understanding of British values, appreciation of national and global issues, and providing opportunity for leadership
- relevant displays such as growth mindset, school values, picture news
- Yoga/mindfulness activities and morning meetings to support mental well-being

Our wider school life supports the PSHE curriculum through
- visitors (especially people who help such as emergency services, mayor, vets)
- worship (especially Picture News class worship, and celebration worship)
- charity fundraising
- extra curricular activities at lunchtime and after school such as sports clubs, Eco-Warriors, sign language, choir, Active 8 and Spiritual Leaders
- positions of responsibility such as register monitors, milk monitors, running tuck shop and setting up for worship
- participation in national initiatives such as the Fiver Challenge
- visits such as Robinwood residential

Enhancement

Additional challenge opportunities which are offered in the wider life of the school support PSHE, for example:
- Positions of responsibility such as prefects and buddies
- leadership roles such as house of hope leaders, leading worship and playground games
- hosting charity fundraising events

CURRICULUM IMPLEMENTATION

Learning and Teaching : EYFS

The foundations of our PSHE curriculum are laid in EYFS.   PSHE is taught through a balance of discrete sessions, objective-led planning and "in the moment" planning, where staff seek to identify teaching opportunities within the children's play in order to move their learning on. PSHE-related objectives are found in the Early Learning Goals for :

- Health and Self-Care (covering healthy diet, safety and hygiene)
- Moving and Handling (covering physical exercise)
- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships
- People and Communities (laying the foundations for work on diversity higher up the school)
- Technology (including age-appropriate understanding of online safety)

PSHE is reinforced through daily routines in EYFS such as family group time, and through social interactions with adults and peers.

Learning and Teaching : Key Stage 1 and 2

Principles and methodology.

Pupils bring differing levels of prior knowledge and understanding to any issue explored in PSHE. Where possible, every topic taught should start by determining prior knowledge. We will determine this by questioning, discussion and/or a baseline activity such as a class KWL grid or discussion.

The PSHE programme will be taught through a range of teaching methods including discussion, role play and drama, music, videos, challenging questions and scenarios

We will create a safe and supportive learning environment by establishing clear "ground rules", discussing scenarios using third parties, and enabling questions to be posed confidentially. Where pupils indicate they may be vulnerable and at risk, we will ensure that they will get appropriate support by discussion with the school's designated safeguarding lead.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by providing reassurance that the majority of young people make positive healthy lifestyle choices. We will help pupils make connections between their learning and real life behaviours through helping them to make connections and developing the skill of reflection on learning.

Teachers ensure that lessons are sensitive to a range of different views, but that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

Timetabling

Our PSHE education in Key Stage 1 and 2 is usually provided through discrete lessons lasting 45-60 minutes. PSHE lessons may be taught weekly, or grouped as a block of lessons at the discretion of the class teacher where this approach suits a particular topic.

Assessment

We assess pupils' learning and progress in PSHE formatively focusing on their learning against the lesson objectives. In doing so, we ensure that our focus is on their PSHE learning, not their writing skills.

Assessment activities include key questions, mini-plenaries, giving feedback, identifying their own next steps and self-assessment.

We evidence pupils' learning in their class PSHE scrapbook.

Teaching responsibility and staff training

Our PSHE curriculum is taught by the class teacher, with teaching assistant support where this is identified for individual children. PSHE training is delivered through courses, observing colleagues, personal reading and cascading information.

Visitors may contribute to our PSHE curriculum to enrich pupils' experience and learning. The content of sessions led by visitors will be agreed in advance with them, and lessons will always be supported by a member of school staff to ensure that the learning is managed appropriately and school expectations are met.

Difficult questions and sensitive issues

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on specific personal issues. Our school's programme will provide opportunities for children to 'talk honestly and openly'. We set ground rules at the start of lessons to support honest and open dialogue.

It is important that pupils feel able to ask questions openly; however teachers may not be able to answer questions immediately as time and/or further discussion with the leadership team may be needed in order to construct an appropriate answer.

Where sensitive topics are being discussed, we ensure confidentiality by providing private question boxes where questions can be raised anonymously. The Relationships Education policy covers our approach to sensitive or controversial topics which we do not discuss in PSHE lessons.   If a child asks a question on a sensitive or controversial topic, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a pupil may make a disclosure, or a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. 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.

Involving parents and carers

We are committed to working with parents and carers. We will communicate with parents and carers by sharing proposed policy and curriculum changes at an appropriate parents evening and inviting feedback.

We will offer support by running parental workshops where requested subject to sufficient demand.

We will encourage discussion of topics at home by sharing topic content on our website and facebook page.

Parents cannot withdraw their child from any part of Relationship Education as this forms part of the basic curriculum and is a requirement of the government's statutory guidance. At this school, additional Sex Education is not taught.

CURRICULUM IMPACT

As a result of our PSHE programme of learning pupils will:
- Know and understand the content prescribed in the statutory framework (Appendix 1)
- Be able to think for themselves
- Be socially confident.
- Be resilient and adaptable
- Be able to express their opinions and respect the opinions of others.
- Be able to manage their online behaviour safely
- Be tolerant and respectful of diversity.
- Respect others and the law.
- Develop the skills of simple self-care such as rest and hobbies
- Develop a clear set of morals.
- Develop critical reflection and thinking skills
- Care about their community and the wider world
- Recognise and understand their own emotions and the emotions of others
- Handle their own emotions ~~to develop and maintain wholesome relationships~~ and express them appropriately
- Be aware of their rights and the rights of others
- Increasingly be able to take responsibility for their actions

This will be developed through actively engaging in learning, having opportunity to consider and clarify their beliefs and values, and rehearsing and developing enquiry and interpersonal skills.

POLICY MONITORING AND REVIEW

Monitoring arrangements
The delivery of PSHE is monitored through planning and work scrutinies, lesson drop-ins, pupil feedback and staff discussion.

Policy Development and Review
This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
1. Review – a member of staff gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the policy
4. Pupil consultation – we investigated what exactly pupils want from their PSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

The PSHE policy informs and is informed by the schools safeguarding policy, single equalities policy, SEND and inclusion policies, anti-bullying and behaviour policies, relationships and sex education, online safety policy, DATE policy, emotional health and wellbeing policy, healthy eating policy, physical activity policy and confidentiality policy and should be read alongside these policies.

The PSHE policy is monitored and reviewed every 2 years by the Ethos and Welfare committee of the Governing Body to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

It will next be reviewed in Spring term 2022

J.Headley   December 2019

This policy was reviewed and agreed by the Governors' Ethos and Welfare Committee on 29th January 2020

Appendix 1: Relationships Education (Primary)

Families and people who care for me	Pupils should know - 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	Pupils should 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, 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	Pupils should know - 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	Pupils should know - 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.
Being safe	Pupils should 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; 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.

Physical health and mental wellbeing

Mental wellbeing	Pupils should 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, 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). • it is common for people to experience mental ill health. For 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	Pupils should 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 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. • 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	Pupils should 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 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	Pupils should know • 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	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should 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, 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	Pupils should 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 body	Pupils should 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 including the key facts about the menstrual cycle.

Appendix B Two year cycle of PSHE topics in Key Stage 1 and 2

Y1/2A 2019-20	*How do we decide how to behave?*	**How do we keep safe online?**	**How do we feel and show feelings?**	*Right start*	**Who helps us keep safe? (Personal)**	*What can we do with money?*
Y2/3A 2019-20	*What are we responsible for?*	**How do we keep safe online?**	**How do we show and describe feelings?**	*How do I learn? (Growth mindset)*	*Right start Y2* **What are our safety rules? Y3 (Personal)**	*What jobs would we like?*
Y4/5A 2019-20	**How can we be a good friend?**	**What are British values?**	**How can we be safe online and using social media?**	***What is diversity?***	*How can we manage money?*	**How do we grow and change? (feelings, health)**
Y5/6A 2019-20	**What makes a happy relationship?**	**What are human rights?**	**How can I manage risk online?**	***Mental health***	*How does money affect us?*	**How do we grow and change? (body, relationships)**

Y1/2B 2020-21	**What makes us special?**	**What is bullying?**	*How can we help?*	*Right start*	**How can we be healthy?**	**How do we keep safe in other places? (inc Sun)**
Y2/3B 2020-21	**What is the same and different about us?**	*How do I learn? (Growth mindset)*	*What are our rights?*	**What can we do about bullying?**	**How can we eat well?**	*Right start Y2* **What are our safety rules? Y3 (inc Sun)**
Y4/5 B 2020-21	**How can we keep safe in our local area?**	**What does cyberbullying mean?**	*What is resilience? (Growth mindset)*	**What choices help my health?**	**What does discrimination mean?**	***What is diversity?***
Y5/6 B 2020-21	**How can I manage risk and resist pressure?**	**What makes a loving relationship?**	**How can we stay healthy?**	*What makes us enterprising?*	***Mental health***	**What does discrimination mean?**

Theme key:

Rights and responsibilities/ citizenship	Feelings and friendship	Online safety
Economic understanding (money/jobs)	Safety	Learning to learn
Health	Identity	